

**Exhibit A**  
**CONFLICT OF INTEREST CODE**  
**OF**  
**INNOVATIONS ACADEMY, INC.**

1. Standard Code of FPPC

The Political Reform Act of 1974 (Gov. Code § 81000 *et seq.*) requires each state and local government agency to adopt and promulgate a conflict of interest code. As a local government agency, Innovations Academy, Inc., a California nonprofit public benefit corporation ("Corporation"), is therefore required to adopt such a code. The Fair Political Practices Commission ("FPPC") has adopted a regulation (Cal. Code of Regs., title 2, § 18730) which contains the terms of a model conflict of interest code, which can be incorporated by reference as an agency's code. After public notice and hearing, the regulation may be amended by the FPPC to conform to amendments in the Political Reform Act.

2. Adoption of Standard Code of FPPC

The terms of Cal. Code of Regs., title 2, § 18730 and any future amendments to it duly adopted by the FPPC are hereby adopted and incorporated herein by reference. This regulation and the Appendix attached hereto designating officials and employees and establishing disclosure categories shall constitute the Conflict of Interest Code of Corporation. This Code shall take effect when approved by the San Diego County Board of Supervisors, and shall thereupon supersede any and all prior codes adopted by Corporation.

3. Filing of Statements of Economic Interests

Pursuant to Section 4 of the model code set forth in Cal. Code of Regs., title 2, § 18730(b), each designated employee set forth in the Appendix shall file a Statement of Economic Interests ("Form 700") with the Secretary of the Corporation. Upon receipt of the statements of the members of the Board of Directors, the Secretary shall make and retain copies and forward the originals of these statements to the Clerk of the San Diego County Board of Supervisors. Statements for all other designated employees shall be retained by the Secretary.

Approved and/or authorized by the Board  
of Supervisors of the County of San Diego  
Date 5/24/11 Minute Order No. 16  
THOMAS J. PASTUSZKA  
Clerk of the Board of Supervisors  
By [Signature]  
Deputy Clerk

**APPENDIX TO  
CONFLICT OF INTEREST CODE OF  
INNOVATIONS ACADEMY, INC.**

**Preamble**

Any person designated in Section I of this Appendix who is unsure of any right or obligation arising under this Code may request a formal opinion or letter of advice from the FPPC or an opinion from legal counsel to Innovations Academy, Inc., a California nonprofit public benefit corporation ("Corporation"). (Gov. Code § 83114; Cal. Code of Regs., tit. 2, § 18730(b)(11).) A person who acts in good faith in reliance on an opinion issued to him or her by the FPPC shall not be subject to criminal or civil penalties for so acting, provided that all material facts are stated in the opinion request. (Gov. Code § 83114(a).)

Opinions rendered by legal counsel to Corporation do not provide any statutory defense to an alleged violation of conflict of interest statutes or regulations. The prosecuting agency may, but is not required to, consider a requesting party's reliance on such legal counsel's opinion as evidence of good faith. In addition, Corporation may consider whether such reliance should constitute a mitigating factor to any disciplinary action that Corporation may bring against the requesting party under Gov. Code § 91003.5.

**I.**

**Designated Employees**

<u>Designated Employees</u>	<u>Disclosure Categories</u>
President/Chief Educational Officer	1 through 6
Chief Financial Officer/Treasurer	1 through 6
All other Members of the Board of Directors	4 through 6
Consultants <sup>1</sup>	1 through 6

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<sup>1</sup> With respect to consultants, the President/Chief Educational Officer may determine in writing that a particular consultant, although a "designated employee," is hired to perform a range of duties that is limited in scope and thus is not required to comply with the written disclosure requirements described in these categories. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The President/Chief Educational Officer's determination is a public record and shall be retained for public inspection by Corporation in the same manner as this Conflict of Interest Code. Nothing herein excuses any such consultant from any other provision of this Conflict of Interest Code.

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## II.

### Disclosure Categories

#### Category 1. Reportable Investments

A designated employee in this category shall report all reportable investments, as defined in Gov. Code § 82034, in business entities located in, doing business in, known to be planning to do business in, or having done business in the previous two (2) years within San Diego County where the Corporation's school is located, which business entities operate or provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized by Corporation or its school.

#### Category 2. Reportable Interests in Real Property

A designated employee in this category shall disclose all interests in real property, as defined in Gov. Code §§ 82033 and 82035, that are within two (2) miles of any of facilities utilized by the Corporation's school.

#### Category 3. Reportable Income

A designated employee in this category shall disclose all income as defined in Gov. Code § 82030 received by the designated employee during the reporting period from business entities or other sources located in, doing business in, known to be planning to do business in, or having done business in the previous two (2) years within San Diego County where the Corporation's school is located, which business entities or sources operate or provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized by Corporation or its school.

#### Category 4. Less-Inclusive Reportable Investments

A designated employee in this category shall disclose only investments as defined in Gov. Code § 82034 in any business entity which, within the previous two (2) years, has contracted with or in the future foreseeably may contract with Corporation or the school to provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services to Corporation or the school, of the type utilized by Corporation or the school, and (a) is located in or doing business San Diego County where the Corporation's school is located, and is associated with the job assignment or position of the designated employee; or (b) is associated with the job assignment or position of the designated employee.

#### Category 5. Less-Inclusive Reportable Income

A designated employee in this category shall disclose only that reportable income as defined in Gov. Code § 82030 which is derived from a business entity or other source which, within the previous two (2) years, has contracted with Corporation or the school or in the future foreseeably may contract with Corporation or the school to provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services to Corporation or the school, of the type utilized by Corporation or the school, and (a) is located in or doing business in San Diego County where the Corporation's school is located, and is associated with the job assignment or

position of the designated employee; or (b) is associated with the job assignment or position of the designated employee.

Category 6. Business Positions

A designated employee in this category shall disclose the information described below by completing Form 700, Schedule C, with respect to any business entity that provides facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized by Corporation or the school. A designated employee shall list (a) the name and address of each such business entity in which he or she is a director, officer, partner, trustee, employee, or in which he or she holds any position of management; (b) a description of the business activity in which each such business entity is engaged; and (c) the designated employee's position with each such business entity.

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**DECLARATION OF PRESIDENT/CHIEF EDUCATIONAL OFFICER OF  
INNOVATIONS ACADEMY, INC.  
REGARDING ADOPTION OF CONFLICT OF INTEREST CODE**

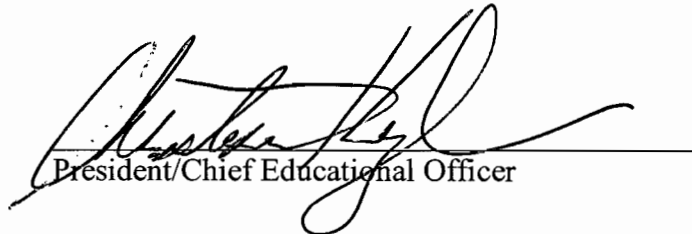
I, Christine Kuglen, hereby declare:

I am the President/Chief Educational Officer of Innovations Academy, Inc., a California nonprofit public benefit corporation ("Corporation"), and operator of a California charter school.

On December 13 2010, the Board of Directors of Corporation considered the proposed Conflict of Interest Code. The proposed Code designates the officers, employees and consultants who make governmental decisions.

The Board of Directors set February 28, 2011, for a public hearing, if requested, and for final adoption of the Conflict of Interest Code. Thereafter, notice of intent to adopt the Conflict of Interest Code was (i) mailed on January 5, 2011, to the Clerk of the San Diego County Board of Supervisors and (ii) published on January 5, 2011, in a newspaper of general circulation in San Diego County. I also posted a notice of intent to adopt the Conflict of Interest Code on December 20, 2010 on all Corporation employee bulletin boards. On February 28, 2011 at the time and place set forth in the notice, a public hearing was held on the proposed Conflict of Interest Code. No person appeared at the public hearing, and no written comments were received. Accordingly, the hearing was thereupon closed and the Board of Directors adopted the Conflict of Interest Code and directed that it be submitted to the San Diego County Board of Supervisors as the code-reviewing body.

Dated: March 10, 2011

  
\_\_\_\_\_  
President/Chief Educational Officer

**A RESOLUTION OF THE BOARD OF DIRECTORS  
OF INNOVATIONS ACADEMY CHARTER SCHOOL  
ADOPTING A CONFLICT OF INTEREST CODE**

**WHEREAS**, Innovations Academy Charter School, as a California charter school is required to adopt a Conflict of Interest Code pursuant to Government Code Section 87300; and

**WHEREAS**, the Fair Political Practices Commission ("FPPC") has adopted a regulation (2 Cal. Code Regs. § 18730) which is a model conflict of interest code and requires certain local agency officials, employees, and consultants to file FPPC Form 700, statement of economic interests; and

**WHEREAS**, Innovations Academy Charter School desires to adopt a Conflict of Interest Code incorporating the FPPC Model Code by reference;

**NOW, THEREFORE, BE IT RESOLVED** by the Board of Directors of the Innovations Academy Charter School that:

1. A Conflict of Interest Code, in the form attached as Exhibit "A", is hereby tentatively adopted and promulgated.
2. The President is hereby directed to open a 45-day public comment period to begin on December 14, 2009, by posting a Notice of Intention to Adopt a Conflict of Interest Code on the Innovations Academy Charter School employee bulletin boards or in the employee newsletters, concurrently mailing notice to the County of San Diego Board of Supervisors.
3. The Conflict of Interest Code shall become effective immediately upon:
  - a. Its final approval by the Board of Trustees following close of the public comment period and after a public hearing, if requested, at its meeting on February 1, 2009 [*at least 45 days after first Board meeting*]; and
  - b. Its approval by the County of San Diego Board of Supervisors as the code-reviewing body.
4. Upon its final approval by the Board of Trustees of the Innovations Academy Charter School, the President is hereby directed and authorized to submit a certified copy thereof to the County of San Diego Board of Supervisors for approval.

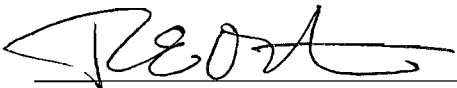
APPROVED AND ADOPTED this 1<sup>st</sup> day of February, 2010

AYES: 4

NOES: 0

ABSENT: 1

ABSTAIN: 0



\_\_\_\_\_  
President, Board of Directors  
Innovations Academy Charter School

ATTEST:



*interim* \_\_\_\_\_  
Secretary, Board of Directors  
Innovations Academy Charter School

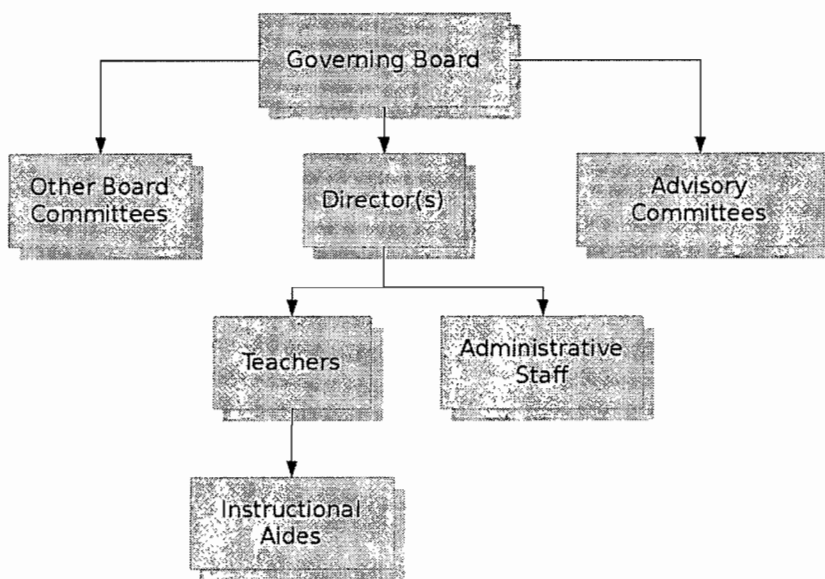
business and shall not participate in a vote on any matter(s) where such a conflict exists. Annual disclosure statements shall be required. (Refer to Appendix E for Conflict of Interest policy.)

\* From the Charter

## C. BOARD AND GOVERNANCE ORGANIZATION

Parent and community involvement in the governance of Innovations Academy is assured by virtue of their participation in the Board of Directors and School Advisory Committees. Innovations Academy will be governed pursuant to the bylaws adopted by the Board of Directors and as subsequently amended pursuant to the amendment process specified in the bylaws. Refer to Appendix F for Bylaws.

Organizational Chart:



Other Board Committess such as faculty review, curriculum development, fundraising, etc.

Advisory Committees such as finance, facilities, business development, etc.

### Board of Directors

The Board of Directors of Innovations Academy shall be the School's Governing Board and will include approximately three (3) to seventeen (17) voting board members. The Board of Directors will be selected to represent the community-at-

## **Descriptions of Positions and Offices with Explanation of Reasons for Employees and Consultants of Innovations Academy, Inc. Being “Designated Employees”**

### Members of the Board of Directors

The Members of the Board of Directors (“Board”) of Innovations Academy, Inc. (“Innovations Academy”) formulate general policy and programs of Innovations Academy and hire employees and contractors, including those providing management, curriculum, technology and instructional services. Innovations Academy does not have any surplus or special reserve funds to invest, and the Board does not direct the investment of public moneys, formulate or approve investment policies, approve or establish guidelines for asset allocations or approve investment transactions. Consequently, Members of the Board are not “other officials who manage public investments” within the meaning of Government Code section 87200, as defined in California Code of Regulations, Title 2, Section 18701, and the Members are instead designated under Innovations Academy’s Conflict of Interest Code and required to disclose reportable investments and income associated with his/her position with Innovations Academy and positions with any business entity that provides goods and services of a type utilized by Innovations Academy.

### President/Chief Educational Officer

The President/CEO generally participates in the formulation of Innovations Academy’s general policy and programs, and implements policy on behalf of the Board. The President/CEO has, subject to the control of the Board, general supervision, direction and control of the business and affairs of Innovations Academy. Innovations Academy does not have any surplus or special reserve funds to invest, and the President/CEO does not direct the investment of public moneys, formulate or approve investment policies, approve or establish guidelines for asset allocations or approve investment transactions. Consequently, the President/CEO is not an official who manages public investments within the meaning of Government Code section 87200, as defined in California Code of Regulations, Title 2, Section 18701, and the President/CEO is instead designated under Innovations Academy’s Conflict of Interest Code.

### Chief Financial Officer/Treasurer

The CFO/Treasurer generally participates in the formulation of Innovations Academy’s general policy and programs in the areas of finance and general office administration. Innovations Academy does not have any surplus or special reserve funds to invest, and the CFO/Treasurer does not direct the investment of public moneys, formulate or approve investment policies, approve or establish guidelines for asset allocations or approve investment transactions. Consequently, the CFO/Treasurer is not an official who manages public investments within the meaning of Government Code section 87200, as defined in California Code of Regulations, Title 2, Section 18701, and the CFO/Treasurer is instead designated under Innovations Academy’s Conflict of Interest Code.

### Legal Counsel

Legal counsel, currently hired on a contract basis, provides advice on compliance with applicable laws and regulations. He does not regularly attend meetings of the Board or participate in the formulation and implementation of policies and programs of Innovations Academy and therefore is not designated.



# Innovations Academy

Mission Statement: Innovations Academy is a place where students and their families powerfully create their lives through self-expression, compassionate connection, and purposeful learning.



Our students lift off to great heights

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## I. ASSURANCES

As the authorized lead petitioner, I, Danielle Strachman, hereby certify that the information submitted in this application for a charter for Innovations Academy to be located within the boundaries of the San Diego Unified School District is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, Innovations Academy:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of Innovations Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend Innovations Academy, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given a chance of admission through a public random lottery process. [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of race, ethnicity, national origin, religion, gender, home language, or disability. [Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(c)]
- Shall ensure that teachers in Innovations Academy hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(1)]
- Shall, at all times, maintain all necessary and appropriate insurance coverage.

- Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(d)(1)]
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves Innovations Academy without completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

Innovations Academy will follow any and all other federal, state, and local laws and regulations that apply to our charter school including but not limited to:

- Innovations Academy shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
- Innovations Academy shall comply with any jurisdictional limitations to locations of its facilities.
- Innovations Academy shall comply with all applicable portions of the No Child Left Behind Act.
- Innovations Academy shall comply with the Public Records Act.
- Innovations Academy shall comply with the Family Educational Rights and Privacy Act.
- Innovations Academy shall meet or exceed the legally required minimum of school days.
- Innovations Academy shall comply with all laws regarding services to students with disabilities as contained in IDEIA.

\_\_\_\_\_  
Lead Petitioner

\_\_\_\_\_  
Date

## II. Founding Group

(See Appendix A for resumes)

Danielle Strachman, Founder and Lead Petitioner of Innovations Academy

Danielle is the Director and Primary Educator of Heightened Learning, a private practice educational program in San Diego, CA. Since following her dream of becoming an empowering educator in 2003, Danielle has played an active role in the lives of independent study students all over San Diego county. Danielle obtained her BA in Psychology at Simmons College with an internship in neuropsychology and further course work at Harvard University. In Boston, MA she worked as a psychometrician, assessing clients' cognitive abilities at Beth Israel Hospital, a Harvard teaching hospital. Her exceptional training at Beth Israel has left her with a keen eye for observing individuals' strengths, as well as areas that need improvement. By integrating her careers, she is able to understand how a person cognitively functions, as well as how to apply that information to a teaching setting. Having this varied background in education and neuropsychology makes her an amazing teacher. Danielle is very excited about her new life with Innovations Academy. She states, "I am inspired by the work that we are doing because when you transform the future, you change the world."

Christine Kuglen, Founder and Petitioner of Innovations Academy

Christine is an elementary school teacher, community activist, and the mother of four children. She has a Bachelor's Degree in Sociology from the University of California at Santa Barbara and a Multiple Subjects Teaching Credential from the University of San Diego. Christine has much experience in teaching, community outreach and community organizing. Her experience with the target population includes 6 years teaching experience in public schools with English Language Learners. She has lived (4 years) and traveled in Mexico and Central America spending time as a community organizer in Mexico City with the seamstress workers union, "19 de septiembre." She is fully bilingual. Her extensive community outreach experience includes work with mothers in La Leche League International and homeschooling families with the San Diego Homeschool Resource Center which she founded and ran for three years. She has broad knowledge in education acquired from her public teaching experience as well as 10 years homeschooling her four children.

Dr. Dana Dean, Curriculum Advisor for Innovations Academy

Originally from Johannesburg, South Africa, Dr. Dana Dean immigrated to the United States in 1989 and two years later attended San Diego State University. After graduating with a Bachelor's Degree in Biology, Dr. Dean attended the New

England College of Optometry in Boston. Upon graduation and after four years on the East coast, she returned to San Diego and began her residency with Dr. Robert Sanet at his non-profit Optometry clinic specializing in Vision Therapy. Finally, in 2003, Dr. Dean opened the doors to her own private practice specializing in Vision Therapy for both children and adults. Since opening her doors, Dr. Dean and her staff have dedicated themselves to educating fellow optometrists, ophthalmologists, reading specialists, teachers, occupational therapists, speech therapists, and psychologists on the link between vision and learning. She also conducts on-site school screenings annually in order to catch vision related learning disabilities at a young age. Dr. Dana Dean is a curriculum advisor for Innovations Academy.

#### Dr. Timothy Becker, Board Member of Innovations Academy

Dr. Tim Becker has over 25 years of corporate training and university teaching and curriculum development. He is co-founder and CEO of Total Recall Learning, a 21st century training and education software company. His expertise lies in marketing, training, learning, and innovations in education. He will facilitate identification and development of learning systems and curriculum. He will guide the directors in management activities including professional development, staffing, resource acquisition, and general oversight. Further, Dr. Becker will collaborate with Innovations Academy on budgeting and promotions to ensure successful operation of the school.

#### Valerie Hillberg, Board Member of Innovations Academy

Valerie has a Bachelor's Degree in History from CSU San Marcos and has a wide-ranging background in corporate operations and corporate development and planning. Valerie is the Director of Operations for Vala Sciences Inc., a biotechnology company that develops cell-based analysis software and biological reagents, where she plans, directs and coordinates the daily operations of the company, formulates policy and conducts planning in the use of materials and human resources. Valerie has extensive experience in the start-up and legal environment. Valerie has provided input into Innovations corporate infrastructure, has been the lead for corporate and transactional planning.

#### Therese FitzRandolph, Curriculum Design for Innovations Academy

Therese FitzRandolph is the Owner and Director of The Learning Convergence, a learning center focused upon providing multisensory cognitive retraining programs for children struggling with reading. Therese has a Bachelor's degree in Liberal Studies, and has had extensive training in the Lindamood-Bell programs, an internship/training as a vision therapist, and training in Brain Gym. Her experience includes individual educational therapy to students of all ages since 1986, as well as several years with San Diego State Foundation to provide reading therapy to middle school students at Granger Junior High in National City. As a



certified Master Gardener, Therese spends her free time volunteering with elementary schools to establish school gardens. Therese will be contributing to the curriculum development at Innovations Academy and will be providing staff development workshops in the areas of reading and spelling.

**Kosta Naumov, Founding Team Member of Innovations Academy**

Recently, Kosta Naumov has joined the Innovations Academy team after moving to San Diego. Kosta worked closely with Global Concepts Charter School in New York as a project manager and implementation specialist. Today the school is successfully up and running. For over 23 years, he has worked as a creative problem solver with businesses and organizations. He has an intrinsic ability to understand complex business problems and then create solutions. He looks forward to aiding Innovations Academy in succeeding not only as a school but as a non-profit business.

**Teresa Gonczy, Board Member of Innovations Academy**

Teresa Gonczy has owned & managed three successful businesses, including a retail store with over a quarter million in revenue. Using her extensive experience in customer service, financial management, and business strategy, Ms. Gonczy has also consulted with a wide range of other businesses from a private school & tutoring center to a multi-million dollar gas station. She loves to problem solve and create efficient business systems because she knows that the more effective the business is, the more people it can help. Ms. Gonczy has studied at California Institute of Technology (Caltech) & U of CA - San Diego, and she has her degree in Cognitive Science.

**Amelia Roache, Curriculum Design for Innovations Academy**

Amelia Roache is a trainer for Nonviolent Communication(sm). She offers practice groups, specialized training, and mediation on compassionate communication. She also consults with schools, business, families, board meetings, etc to best further group dynamics to facilitate positive and authentic communication. Amelia will be contributing to Innovations Academy's social emotional curriculum as well as consulting with our teachers, staff, and parents.

### **III. EDUCATIONAL PHILOSOPHY AND PROGRAM (Element 1)**

#### **A. Mission**

Innovations Academy is a place where students and their families powerfully create their lives through self-expression, compassionate connection, and purposeful learning.

#### **B. Educational Philosophy and Vision**

Democracy was best defined by Abraham Lincoln as a government of the people, by the people, and for the people. The vision of Innovations Academy is to uphold these values inside the school setting.

A truly democratic school must be of the people. To be of the people is to be about the people. This means that we must address each student comprehensively - that is intellectually, socially and emotionally - in order to provide a quality education. We believe that these three components of learning all share an equal standing in the education process.

By the people, means empowering students to be a cause in the matter of their own education. Students will aid in developing their own curriculum as well as maintaining student government and assessing their own progress. They will learn about the value of their community by being active participants in it. Their input is valued like that of any person.

For the people maintains that the goal of our community is to work towards not only the common good but also for the individual needs of each student in order to enable them to become self-motivated, competent, and lifelong learners. Parents, teachers, and staff are invested in the school as a community. To see the children growing, learning, and finding personal satisfaction in their lives is at the forefront of our mission.

With this in mind, it is the vision Innovations Academy Charter School to:

- Ensure that students will enjoy learning
- Strive for academic excellence
- Foster the development of the whole child
- Honor children with choices in their own learning
- Help children discover their individual talents and interests
- Model respect of self, others, and community
- Develop the natural human desire to cooperate
- Create depth and meaning in learning
- Build on the natural love of learning that is inherent in all human beings

We believe:

- That fun is a valuable component in the learning process
- Everyone can learn and achieve
- Each individual has intrinsic worth
- In personal responsibility and accountability
- In high expectations for learning
- In the value of a supportive, nurturing community
- That in valuing and utilizing diversity, we can achieve common goals
- Effective communication is essential

**C. Innovations Academy Goals**

**Goal 1:**

Students will attain academic achievement through accomplishing purposeful goals within the framework of the California State Standards

**Outcomes:**

- A minimum of 85% of students will rate themselves higher on the Piers-Harris Children's Self Concept Scale at the end of the year when compared to their initial ratings in the area of Intellectual and School Status . (see Appendix B)
- A minimum of 90% of students will show improvement on the Wide Range Achievement Test (WRAT). (see Appendix B)
- A minimum of 90% of students will show improvement in a writing sample.
- 100% of students will demonstrate understanding of specific concepts through a project presentation.

**Innovations Academy Specific Academic Goals:**

- Students will demonstrate the skills of literate, confident communicators.
- Students will read and understand grade-level-appropriate material.
- Students will read and respond to a variety of significant works of children's literature.

- Students will read and respond to a variety of significant works of children's literature.
- Students will listen critically and respond appropriately to oral communication.
- Student writing will demonstrate a command of language at grade level.
- Students will demonstrate proficiency in computational and procedural mathematical skills at grade level.
- Students will apply mathematical skills in real world settings.
- Students will develop historical knowledge and cultural understanding.
- Students will make a contribution in society through a service project.
- Students will develop their own questions and perform investigations in Science.
- Students will use technology for completing personal and academic tasks.
- Students will show an understanding of the Scientific Method.
- Students maintain a level of physical fitness to improve health and performance.

**Goal 2:**

Innovations Academy will have active, monthly connection with families

**Outcomes:**

- 100% of parents will assist during the school year.
- 95% student attendance rate.
- 100% monthly contact between parents and staff.

**Goal 3:**

Students will make a purposeful impact on the community

**Outcomes:**

- 100% of students will assist in a community project during each school year
- 100% student involvement in ongoing letter writing campaigns
- 100% of families will be actively involved in school tutoring, cleaning, and set up of events
- 100% of students will get to know their community members through interviewing

#### **Goal 4:**

Students will be freely self-expressed & take responsibility for their own choices

#### **Outcomes:**

- 80% of students will contribute to our Wednesday all school meeting.
- On the Piers Harris Children's Self-Concept Scale 85% of students will rate themselves higher on Freedom from Anxiety, Popularity, and Happiness and Satisfaction scales from the beginning of the school year.
- Receiving student requests on a regular basis

### **D. Innovations Academy Guiding Principles:**

Innovations Academy educational program is driven by three guiding principles: Purposeful Learning, Compassionate Connection and Self-Expression. These guiding principles speak to the needs of students in grades K-8. All three principles connect to our mission: to be a place where students powerfully create their own lives. All three principles permeate every aspect of learning at Innovations Academy. This is an overview of these principles and the components we have injected into our program to support them.

#### **Purposeful Learning:**

"Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. These standards set forth the content that students need to acquire by grade level."<sup>1</sup> Innovations Academy takes the content standards and creates a curriculum that gives an understanding to students of the purpose for the learning of these standards. When students give purpose to their

<sup>1</sup> [<http://www.cde.ca.gov/be/st/ss/index.asp>] California State Board of Education Content Standards (Jan. 2008)

own learning, learning takes place with greater ease. We begin with a wide variety of individualized and standard assessments that help the staff, the students and their families discover where they are on the spectrum towards mastery of the standards. This transparency helps all team members (parent, student and staff) be empowered to purposefully engage in learning.

Small class size, parent education and involvement, a highly engaged staff, a strong basic skills program and implementation of a neuroeducational program all contribute to providing access for all students to master the standards.

Children begin at young ages to model after the adults in their lives. We believe that exposure at a young age to what adults actually do in the real world stimulates a desire to master the skills needed to model after these adults. Two components that incorporate this modeling are regular participation of Professional Experts as visitors and rigorous Project Based Service Learning (PBSL). During professional expert visits, students interact and work with professional experts in their field of expertise. In PBSL, students work in teams to explore real-world problems and create presentations to share what they have learned. The Service Learning component of PBSL shows students how their learning can contribute to the community at large. Dr. Maxine Greene states that, "Surely it is an obligation of education in a democracy to empower the young to become members of the public, to participate, and play articulate roles in the public space"<sup>2</sup> (please see section VI for more information on these curriculum components).

### **Compassionate Connection:**

Connection to oneself, others, and the community is a critical step in becoming an articulate, educated person. "Developing strong partnerships among schools, families, businesses, and community and religious groups is the best way to make our educational system thrive," according to the U.S. Department of Education.<sup>3</sup>

Our program will support students developing a connection to themselves and their families by implementing a strong social emotional curriculum in which the focus is examining who one is and who one can be. All students will be a part of a team that learns and practices communication and relational skills. Then these skills will be used in a real life community: the school and their families. Families are supported through a strong parent support program ensuring parents have access to these same skills.

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<sup>2</sup>Greene, Maxine, "The Role of Education in Democracy", Educational Horizons, Vol. 63 (Special Issue), pp. 3-9. (1985)

<sup>3</sup> [<http://www.edutopia.org/best-results-schools-need-partners>] Edutopia Staff, "For Best Results: Schools Need Partners", George Lucas Educational Foundation (Sep. 2000)

With skills in hand, our students then connect to others in our school community. This connection will be fostered by small school and class size with a maximum in-class student teacher ratio of 20:1. Smaller classes facilitate personalized learning. Smaller classes are a major step toward ensuring every student is engaged in the learning process.

Another reflection of the implementation of this principle at Innovations Academy is helping children access and connect with a larger community. Certainly our school is a community but we believe that bringing the larger communities of San Diego and the world into our school, and likewise getting the children involved in larger communities is a crucial part of lifelong learning and compassionate connection. It will expose children to a purpose for learning that often gets lost in a curriculum. We have a community visitor day once a week and every project in our project based service learning component will meet the goal of making a purposeful contribution to a community (please see section VI for more information on these curriculum components).

### **Self Expression:**

Being able to communicate concepts, knowledge and skills is as important as mastering them. Learning the power of effective communication is an important life skill. Being freely self expressed is knowing how to effectively and appropriately communicate one's struggles and successes in a variety of situations. The encouragement of self expression is incorporated continuously throughout the learning environment at Innovations Academy. The students (and families) are empowered to engage in their own learning, teach others, communicate freely, explore their talents and interests and learn the skills and information necessary to do so.

Our Personalized Education Program directly empowers families to be primary educators of themselves and their children. Additionally, all students are expected to participate in project selection, interact with professional experts, dialogue about their learning and participate in team discussions. Our social emotional program teaches students the skills involved in learning how to set their own goals and evaluate their progress each day.

The skills necessary to having freedom of self expression are learned within the context of our social emotional program and lived throughout the day in the environment of our school. Small class size and multi-age team learning create an environment in which to practice these skills. Engaging with professional experts and working on projects that involve interacting with various communities of the world also provide the practice necessary for mastery of these oral language skills.

Part of self expression is learning our strengths and talents. At Innovations Academy we create time and place for exploration of talents and interests

through our Personalized Education Plan and through our PBSL program in which students can play various roles from selection to completion of many projects. These skills can later be applied for success in their local and world communities.

### C. Students to Be Served

#### The Population of Innovations Academy

The first year we will have a total of 180 students in K-8. We will have one teacher per grade level with no more than a 25:1 student teacher load. At all times, there will be a maximum of 20 students per grade level onsite. By the fourth year we expect to have 210 students enrolled in the school. The San Diego Unified School District also serves these grade levels.

As can be seen in the chart below, teachers start with a student load of 20 and by the fifth year, teachers in grades 3 - 8 will have a maximum of 25 students. After the 5th year, Innovations Academy will evaluate growth potential.

Population Growth Chart	K	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
Year 1	20	20	20	20	20	20	20	20	20	180
Year 2	20	20	20	25	25	20	20	20	20	190
Year 3	20	20	20	25	25	25	25	20	20	200
Year 4/5	20	20	20	25	25	25	25	25	25	210

The target population is expected to come from both urban and suburban families surrounding the central region of San Diego. These families will be looking for a school that offers diversity, choice in scheduling with a rigorous high variety curriculum, and one in which family is an integral part of the learning community. We expect our population demographic to match that of the San Diego Unified School District of 44.4% Hispanic, 25.3% Caucasian, 13.5% African American, 6.6% Filipino, 5.2% Indochinese, 3.5% Asian, and .55% Native American.<sup>4</sup> The socio-economic make up of San Diego Unified School District is 29.5% English Language Learners and 56.9% are eligible for Free and Reduced Lunch.<sup>5</sup> Innovations Academy anticipates locating at the Kroc Center in the College Area of San Diego for the first two years.

Many families are looking for diversity and innovation in education. Social trends show that more mothers and fathers are looking for and attaining flexible

<sup>4</sup> [<http://www.sandi.net/comm/factsheets/quickfacts.pdf>] San Diego Unified School District Fact Sheet (Dec. 2007)

<sup>5</sup> [<http://www.sandi.net/comm/factsheets/quickfacts.pdf>] San Diego Unified School District Fact Sheet (Dec. 2007)



work schedules in order to spend more time with their children.<sup>6</sup> Other families have diverse goals, such as supporting a child who is either gifted or has special needs, supporting a child who chooses to specialize in academic or extracurricular areas, traveling regularly, and keeping a family focus while a parent is serving our country. Parents are taking a hands on approach to their children's education reflected by a yearly increase of up to 15 - 20% in the homeschool population since 2001.<sup>7</sup> We intend to draw from homeschooling families who desire a collaborative approach.

Independent study programs have been able to meet the needs of many of these families with regards to offering flexible scheduling. It has been noted on the homeschooling newsgroups and in the local San Diego community that more people are coming to homeschooling that want to share the responsibility of educating their children. Independent study programs lack the level of support and structure that many parents desire and that Innovations Academy makes possible. Our population will encompass these families.

To meet the needs of families who desire flexible scheduling, Innovations Academy has created a supported hybrid scheduling model that creates a team of educators: the parent, the student, and school personnel. This model combines flexible scheduling choices and provides multiple supports for parents wanting to contribute to their child's education.

For the hybrid schedule, families will choose between an onsite two, three, or five day program. Those who are onsite part time will have a Personalized Education Plan(PEP) to ensure that everyone on the team is moving the student toward mastery of the California State Content Standards using a Master Agreement.

Everyone on the team is an integral part of this shared education plan. The PEP is defined in section VI. Curriculum and Instructional Design of the petition. To support the student and parent, the school will give educational materials and information. Families will be provided a list of free online educational sites that support mastery of the standards, provided curriculum that supports the standards which can be used at home, provided monthly classes during which parents learn skills and receive information to meet the goals of the PEP. School personnel will be available to support the parents, answer questions and model new skills.

Innovations Academy will also attract families who are currently involved in or are considering private schools. These families want small class sizes and

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<sup>6</sup> [<http://pewsocialtrends.org/assets/pdf/WomenWorking.pdf>] "Fewer Mothers Prefer Full-time Work", Pew Research Center (Jul. 2007)

<sup>7</sup> [<http://www.census.gov/population/www/documentation/twps0053.html>] Kurt J. Bauman, "Home Schooling in the United States: Trends and Characteristics", Population Division U.S. Census Bureau, Working Paper Series No. 53 (August 2001)

innovative curriculums. Innovations Academy offers both of these, and we expect to matriculate students from the private sector back to public education.

Innovations Academy also expects to draw from the local community in which it locates within the boundaries of the San Diego Unified School District. The environment at Innovations Academy will support and encourage parents who have not previously considered themselves capable teachers of their children. By having flexible scheduling options the community will be exposed to the idea that a quality education can be specialized to meet the needs of each family. Even within individual families, children can have their own unique schedule that meets their needs while maintaining a high quality program for everyone.

#### **D. An Educated Person in the 21st Century:**

We, at Innovations Academy, believe that to be an educated person in the 21<sup>st</sup> century means to understand oneself so that one can make a meaningful contribution to society. Those who can think critically, creatively solve problems, and pose questions become leaders of the 21<sup>st</sup> century.

- **Think Critically** – An educated person in the 21<sup>st</sup> century is bombarded with images, opinions, and data from which making informed choices is critical. An educated 21<sup>st</sup> century person should have a discerning mind in which to make competent decisions.
- **Creatively Solve Problems** – Thinking creatively is taking an approach that is newly invented. Creative problem solvers should be able to independently create innovative approaches as well as coordinate with others about ideas to recognize the individual contributions that people make to a group to maximize potential. Thinking creatively requires one to be self motivated to look for new ways to solve problems.
- **Pose questions** – A principal part of the learning process is through asking questions as well as recognizing that a single person does not have all the answers. In order to be a lifelong learner, a 21<sup>st</sup> century person, has to continue to ask questions to further their development.

#### **E. How Learning Best Occurs**

We, at Innovations Academy, believe that learning is inherent to being human. Studies have shown that prenatally children are learning about their environment and the people around them.<sup>8</sup> This continues throughout life by the continued development and configuration of neural pathways. It has been shown that environment contributes in a qualitative way to learning and that is what we

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<sup>8</sup> [<http://www.birthpsychology.com/lifebefore/earlymem.html>] David B. Chamberlain, "Prenatal Memory and Learning", Birth Psychology (1995)

foster at Innovations Academy.

In particular, we believe that learning best occurs when:

- It is recognized that learning is a process. This process begins with exploring individual interests, setting goals and achieving them.
- There is freedom of choice through a diverse curriculum.
- Students are encouraged to learn in multi-age groups in which they can contribute to each other with knowledge. They can also grow socially by interacting with peers of different ages.
- Learning modalities are respected and integrated into daily teaching.
- Intellectual, social, emotional, and physical components are integrated in the learning experience.
- Parents, students, and teachers collaborate as an educational team.
- There is strong family involvement in the educational process through our Student Support Program as well as volunteering at the school.
- Class sizes are small within a small school setting. A survey of a host of different studies concluded that small class size has the largest impact in the early grades, and that while all students gain from smaller classes, traditionally disadvantaged students gain the most and carry these gains into the upper grades and beyond.<sup>9</sup>
- Students are given personal attention both academically and personally.
- The learning environment is safe and supportive.
- Instruction is student centered; students are maximally involved in the learning process.
- Learning is connected to the student's personal experience.
- Learning gives the student a purpose in their community. This will drive their education forward because students can see the difference that their learning makes in their daily lives.
- Students are encouraged to challenge themselves through goal setting.

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<sup>9</sup> Biddle, Bruce J.; Berliner, David C, "Small Class Size and Its Effects." Educational Leadership, v59 n5 p12-23 (Feb. 2002)

- Technology is fully integrated into the curriculum. The use of the internet and educational software will be used to support our Direct Instruction of Basic Skills (DIBS) program (see Section V about the DIBS program) as well as teacher designed curriculum materials.
- Relationships in the local community are fostered. This can take the form of programs enabling students to visit nearby businesses and organizations or programs where people from these organizations come into the school to run activities.

## **IV. WASC ACCREDITATION**

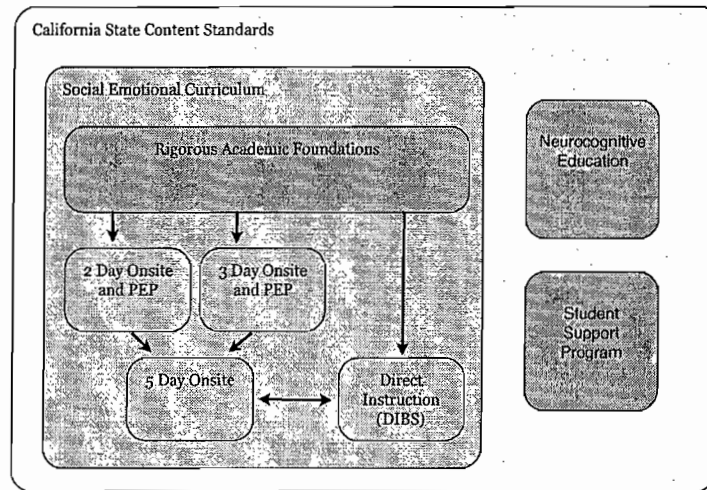
The school will seek candidacy for WASC accreditation by contacting the WASC office early in the school year to set up a one-day initial visit. The school's staff will prepare the report and documents necessary prior to the visit. Early in the second year, the school will organize focus groups and begin the 18-month process for the full self-study and schedule the full visit in the spring of the third year. Staff will be trained in the WASC process by attending the series of three WASC workshops provided for self-study training as well as training provided by the California Charter School Association. Selected staff will also be urged to volunteer for Visiting Committee Team during the second year. The self-study will be completed during the fall of the third year in consultation with the Visiting Committee Chair.

## **V. CURRICULUM AND INSTRUCTIONAL DESIGN**

### **Program Overview**

As a community of learners, Innovations Academy believes that in order to achieve unprecedented academic excellence a student's foundation must be grounded in a self-confidence composed of an ability to freely communicate, an unwavering ability to relate to others, and the ability to apply one's knowledge and skills to contribute to the self and others. We have developed a strong Social Emotional Program that is not only the foundation of our curriculum, but is interwoven throughout all aspects of the school community.

Building upon this strong base, we have created a curriculum with three significant components that are described in depth below: Rigorous Academic Foundations, Neurocognitive Education, and a Student Support Program.



Innovations Academy has a flexible scheduling program which includes two, three, or five day onsite options. To maintain a sense of community while having students with different schedules, our part time options (two day and three day programs) have separate designs. Combined, they create the five day program.

## A. Rigorous Academic Foundations

### California State Content Standards

Innovations Academy understands that the Content Standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. All curriculum, whether purchased or generated on site, will support the California State Content Standards.

The State Board of Education, along with the former State Superintendent of Public Instruction, Delaine Eastin, help define the role of the California State Standards in our school:

“Standards describe what to teach, not how to teach it. Standards-based education maintains California’s tradition of respect for local control of schools. To help students achieve at high levels, local school officials and teachers - with the full support and cooperation of families, businesses, and community partners - are encouraged to take these standards and design the specific curricular and instructional strategies that best deliver the content to their students.”<sup>10</sup>

At Innovations Academy, we believe that it is a privilege to honor the children of California with quality instruction following the California State Content Standards. We understand that with privilege comes responsibility, we will act with integrity to maintain these standards by:

<sup>10</sup> [<http://www.cde.ca.gov/be/st/ss/mthmessage.asp>] California State Board of Education: Mathematics Content Standards (Jun. 2007)

- Holding teachers accountable for implementing the State Standards. They will be supported in doing so by being provided time for curriculum development during our minimum day. Teachers will be trained in alignment of project based units and curriculum standards. Teachers will also be provided with state approved material resources.
- Staff will be in-serviced on the California State Standards for their subject matter and grade levels at a minimum of once per year.
- All speakers, and professional experts from the community, will be given a copy of the California Content Standards that are applicable to their area of expertise. This will enable them to best plan the presentation of their materials. A staff member will be responsible for communicating the importance of the implementation of the State Standards in all curricular areas.
- There will be a transparent presentation of State Standards to children in a grade appropriate meeting during the first month of school to help students align with academic expectations.
- Each student's portfolio will contain a master list of California State Standards for his or her grade level which will be kept updated with regards to mastery of content standards.
- Student Support Program -- Parents of students who are using our part time program, will be informed about what the standards are and how they can implement the mastery of these standards in their independent study work. The Personal Education Program team, guided by a staff member, will ensure the quality of independent study work meeting the California State Content Standards.

### **Flexible Scheduling Model**

Innovations Academy will provide both site based opportunities and non-site based opportunities for students and families. There are two independent study models and one full time seat time model. Innovations Academy recognizes that attendance for independent study and site based programs are separate procedures (please see Appendix C). For a minimum of the first year, Innovations Academy will have two Directors. Each Director will be responsible for a scheduling model.

#### **Independent Study Models:**

1. A two day on site schedule with a three day Personalized Education Plan (PEP).
2. A three day on site schedule with a two day PEP.

**Full Time Model:**

1. A five day on site schedule.

**Two Day on site schedule with Three Day PEP (Independent Study)**

Mondays and Fridays are on site days. On Monday, members from the San Diego community will join Innovations Academy teachers to present their specialized field to students. We are establishing partnerships with businesses and organizations throughout San Diego that are interested in sharing their expertise. Community artists, scientists<sup>11</sup>, musicians, technology and media experts as well as business leaders will mentor students and provide extended learning opportunities alongside teachers to create real world connections in learning. Students will have the opportunity to participate in these hands on activities and demonstrations. Innovations Academy intends to have approximately six professional experts each Monday. (see Appendix C)

Mondays will provide the opportunity to:

- Develop valuable mentorships with members of the local community.
- Provide models of real world applications of curriculum and standards.
- Practice social and communication skills.
- Explore students' interests in depth.
- Exposure students to new subjects, careers, trades, and ideas.

On Fridays, students will participate in labs that apply the core curriculum standards to real life activities. For example, cooking can be used to apply science and mathematics from the California State Standards<sup>12</sup>. Drama can be used to apply Language Arts and Social Studies. Students will be grouped into teams and the teams will rotate through different labs. Field trips will also take place on Fridays.

**Personalized Education Plan (PEP)**

Families choosing to enroll their children in the two day on site option accept co-responsibility for their children's education. The Personalized Education Plan (PEP) creates a Master Agreement (please see Appendix C) which serves as an independent

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<sup>11</sup> San Diego Science Alliance offers community contacts and standards based materials: [http://www.sdsa.org/cs/sdsar/query/q/2435?subjects=general\\_sci,earth\\_sci&grade=k\\_6&x-template=sdsar.search.form](http://www.sdsa.org/cs/sdsar/query/q/2435?subjects=general_sci,earth_sci&grade=k_6&x-template=sdsar.search.form)

<sup>12</sup> *Kids Cook Farm Fresh Foods* is a sustainable agriculture curriculum for grades 2 - 7 consisting of recipes, activities, and farm profiles. It was published by the California Department of Education in 2002, with a foreword by the State Superintendent of Public Instruction.

study contract to ensure that students are mastering the California State Standards Monday through Friday.

The Personalized Education Plan is an extensive document developed at the beginning of the school year by the Certificated Teacher, the student and the student's parent/guardians. This Personalized Education Plan (PEP) is built from a combination of baseline assessments of academic skills/knowledge, information gathered from the parents and input from the student. The PEP then guides the student as they study and master the knowledge and skills addressed in the California Content Standards.

Research shows that parent participation in education is very closely related to student achievement. In "A New Generation of Evidence: The Family Is Critical to Student Achievement," Anne T. Henderson and Nancy Berla document concrete benefits of parent involvement for students, including higher grades and test scores, higher graduation rates, and greater enrollment in postsecondary education.<sup>13</sup>

All students at Innovations Academy will be monitored on the mastery of the California State Standards through the use of a checklist of grade level standards and goals<sup>14</sup>. All members of the learning team will have access to this list. The monthly learning team meetings will move every student towards complete mastery of all California State Standards and Innovations Academy goals. Core curriculum work samples will be turned in to prove mastery of the California State Standards. One subject per day per student will be documented. One sample per subject will be turned in at the monthly meeting.

Meetings will take place onsite and are scheduled monthly by the learning team.

Parents and students will have access to their teacher between monthly meetings via designated office hours and/or email.

All curriculum materials needed by families to fulfill on their PEP contract will be provided by the school. These families will also have access to our onsite facilities including our library and computer lab.

### Three Day on site schedule with Two Day PEP (Independent Study)

On Tuesdays, Wednesdays, and Thursdays all classes will participate in Project Based Service Learning units in which students will be working in groups to make an impact in their community:

<sup>13</sup> [<http://www.chci.org/chciyouth/resources/pdf/NewWaveofEvidence.pdf>] Anne T. Henderson, Nancy Berla, "A New Generation of Evidence: The Family is Critical to Student Achievement", Washington DC: Center for Law and Education (1994) and Anne T. Henderson, Karen L. Mapp, "A New Wave of Evidence: The Impact of School, Family and Community Connection on Student Achievement" Austin TX: Southwest Educational Development Laboratory (2002)

<sup>14</sup> [<http://www.cde.ca.gov/be/st/ss/index.asp>] California State Board of Education Content Standards (Jan. 2008)



In project based learning, students try to answer a question - one that has relevance for them - that is greater than the immediate task at hand. Students conduct research using a variety of sources, from the internet to interviews with experts...like adults trying to solve a problem, they don't restrict themselves to one discipline but delve into math, literature, history, science - whatever is appropriate to the study.<sup>15</sup>

These projects will encompass basic skills as well as advanced topics through a math/science block as well as a humanities block that are designed around the California State Content Standards. The first hour of each block will be dedicated to development of basic skills instruction. It is essential that each project makes a contribution in the community. (see Appendix C)

Between projects which will last about 4-5 weeks there will be a period of 2-3 weeks in which skills and concepts that need reinforcement will be worked on, skills needed for upcoming projects will be taught, and basic skills will be addressed.

One staff member will be the Project Based Service Learning coordinator. On a monthly basis teachers will collaborate during the minimum day to develop Project Based Service Learning curriculum.

The first hour of every Wednesday, students, staff, teachers, and parents will attend an all school meeting in addition to their regular studies. During this time, students can present their progress to the community. Students, teachers, and staff will also be asked to share about what is working for them in our community as well as what they'd like to create in the future. Activities to further school culture from our Social Emotional curriculum will also be integrated into this time.

### **Personalized Education Plan (PEP)**

Families choosing to enroll their children in the three day on site option accept co-responsibility for their children's education. The Personalized Education Plan (PEP) creates a Master Agreement (please see Appendix C) which serves as an independent study contract to ensure that students are mastering the California State Standards Monday through Friday.

The Personalized Education Plan is an extensive document developed at the beginning of the school year by the Certificated Teacher, the student and the student's parent/guardians. This Personalized Education Plan(PEP) is built from a combination of baseline assessments of academic skills/knowledge, information gathered from the parents and input from the student. The PEP then guides the

<sup>15</sup> [<http://www.edutopia.org/start-pyramid>] Diane Curtis, "Start with the Pyramid: Real-World Issues Motivate Students", George Lucas Educational Foundation, (Nov. 2001)

student as they study and master the knowledge and skills addressed in the California Content Standards.

Research shows that parent participation in education is very closely related to student achievement. In "A New Generation of Evidence: The Family Is Critical to Student Achievement," Anne T. Henderson and Nancy Berla document concrete benefits of parent involvement for students, including higher grades and test scores, higher graduation rates, and greater enrollment in post-secondary education.<sup>16</sup>

All students at Innovations Academy will be monitored on the mastery of the California State Standards through the use of a checklist of grade level standards and goals<sup>17</sup>. All members of the learning team will have access to this list. The monthly learning team meetings will move every student towards complete mastery of all California State Standards and Innovations Academy goals. Core curriculum work samples will be turned in to prove mastery of the California State Standards. One subject per day per student will be documented. One sample per subject will be turned in at the monthly meeting.

Meetings will take place onsite and are scheduled monthly by the learning team.

Parents and students will have access to their teacher between monthly meetings via designated office hours and/or email.

All curriculum materials needed by families to fulfill on their PEP contract will be provided by the school. These families will also have access to our onsite facilities including our library and computer lab.

#### Five Day on site schedule (Full time model)

The five day on site schedule is a completely site based traditional model. It combines our two and three day on site component. In addition, these students will be enrolled in our Direct Instruction of Basic Skills program (DIBS). (See Appendix B)

Direct Instruction (DI) is a model for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching

<sup>16</sup> [<http://www.chci.org/chciyouth/resources/pdf/NewWaveofEvidence.pdf>] Anne T. Henderson, Nancy Berla, "A New Generation of Evidence: The Family is Critical to Student Achievement", Washington DC: Center for Law and Education (1994) and Anne T. Henderson, Karen L. Mapp, "A New Wave of Evidence: The Impact of School, Family and Community Connection on Student Achievement" Austin TX: Southwest Educational Development Laboratory (2002)

<sup>17</sup> [<http://www.cde.ca.gov/be/st/ss/index.asp>] California State Board of Education Content Standards (Jan. 2008)

tasks. It is based on the theory that clear instruction eliminating misinterpretations can greatly improve and accelerate learning.<sup>18</sup>

Two longitudinal studies found strong and lasting effects of Direct Instruction on the reading achievement of language-minority students. One was a follow-up of mostly Hispanic fifth and sixth graders in Texas who had experienced DI in Grades K–3 (Becker & Gersten, 1982). The other was a 2-year study of DI in a structured immersion program for Asian ELLs (Gersten, 1985). An adaptation of DI for use in small-group tutorials (one to three children) also found positive effects (Gunn et al., 2000).<sup>19</sup>

For upper elementary reading, it is important to note that the programs with the strongest evidence of effectiveness in this review are all programs that have also been found to be effective with students in general: Success for All (Slavin & Madden, 2000, 2001), Direct Instruction (Adams & Engelmann, 1996), Reading Recovery (Pinnell et al., 1994), and phonetic tutoring (e.g., Wasik & Slavin, 1993). In fact, several of the studies evaluating Success for All (e.g., Nunnery et al., 1997; Livingston & Flaherty, 1997; Ross et al., 1998), as well as DI (Gunn et al., 2000), also included non-ELL students, and in each case those students also gained from the interventions, to about the same degree. The beginning reading programs with the strongest evidence of effectiveness in this review made use of systematic phonics, such as Success for All, DI, and JP, but systematic phonics has been identified as a component of effective beginning reading programs for English-proficient students as well (see National Reading Panel, 2000; Gersten & Geva, 2003).<sup>20</sup>

Our full time students will be receiving Direct Instruction in math and language arts on site everyday. Full time students on Mondays and Fridays will rotate through the DIBS program. On Tuesdays, Wednesdays, and Thursdays, full time students will rotate through the DIBS program during the first hour of their PBSL blocks.

Teachers who are providing DIBS will be trained through the National Institute for Direct Instruction.

<sup>18</sup> [<http://nifdi.org/>] Kurt Engelmann, "What is Direct Instruction?" National Institute for Direct Instruction (Feb. 2008)

<sup>19</sup> [[http://www.bestevidence.org/\\_images/word\\_docs/ELL\\_fullreport.pdf](http://www.bestevidence.org/_images/word_docs/ELL_fullreport.pdf)] Cheung, Alan; Slavin, Robert E., "Effective Reading Programs for English Language Learners and Other Language-Minority Students", Bilingual Research Journal, Vol. 29, No. 2, pp. 241-267 (2005)

<sup>20</sup> [[http://www.bestevidence.org/\\_images/word\\_docs/ELL\\_fullreport.pdf](http://www.bestevidence.org/_images/word_docs/ELL_fullreport.pdf)] Cheung, Alan; Slavin, Robert E., "Effective Reading Programs for English Language Learners and Other Language-Minority Students", Bilingual Research Journal, Vol. 29, No. 2, pp. 241-267 (2005)

## **Core Curriculum**

Innovations Academy believes that teachers work best with materials that they are familiar with and work with their teaching style. Teachers will be encouraged to generate their own materials as well enabling them to design curriculum to meet our students' needs. As a resource, our teachers will use Innovations Academy curriculum will consist of California Department of Education Adopted Instructional Materials, Enrichment Materials, and teacher created materials.

Modern technology has made available to us a vast amount of resources through the internet. All teachers will have access to the internet for curriculum development and instruction.

Below is each core subject along with our educational philosophy on each core area as well as foundational instructional materials.

### **Mathematics:**

People have recognized for quite some time that there is a crisis in American education in the area of mathematics. The U.S. is not generating enough students with a strong mathematics background to meet the need for the many industries that rely heavily on mathematics, including science, engineering, finance, and education, among others.<sup>21</sup> In addition, California is facing a crisis in its shortage of math and science teachers.<sup>22</sup> At Innovations Academy we are fully committed to preparing all students, regardless of their life-long goals, with a strong mathematical background as well as the self-confidence necessary to approach mathematics with ease.

One of the main problems holding back students at all levels of mathematics is that they have not mastered the fundamentals adequately. "The American Mathematician William Thurston wrote that: 'People who skip ahead in the curriculum often have gaps in their background which only show up later. At that point, the person may be too embarrassed to admit the gap and tries to fake understanding. This regularly leads to disastrous results.'"<sup>23</sup> Our Social Emotional Curriculum will encourage students to be more open about the concepts and ideas that they do not fully understand, so that we can catch problems before bad habits are formed, and ensure that all students have a complete understanding of the material before moving on. This thoroughness is

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<sup>21</sup> [<http://knowledge.wpcarey.asu.edu/article.cfm?articleid=1351>] "Do the math: U.S. companies face shortage of technical talent." Knowledge@W.P. Carey (Jan. 2007)

[<http://wistechology.com/article.php?id=1495>] Still, Tom, "Action now can help avoid the coming shortage of math and science grads." Wisconsin Technology Network, (Jan. 2005)

<sup>22</sup> [<http://www.ccst.us/news/2007/20070305TCPA.php>] "California Faces Critical Shortage of Math and Science Teachers", California Council on Science and Technology, (Mar. 2007)

<sup>23</sup> [<http://arxiv.org/pdf/math/0503081v1>] Thurston, William P. "Mathematical Education", Notices of the AMS, Vol. 37, pp. 844-850, (1990)

extremely important as math is a subject in which new material builds very strongly on previous material.

Our DIBS and PEP programs will also greatly enhance the mastery of mathematics. These programs ensure that students are learning the appropriate skills for their level of achievement. These programs accelerate student performance by optimizing the time spent on instruction through targeted lessons for individual groups of students.

We also plan to give students the opportunity to participate in other math-oriented activities, which could include math competitions, math-focused presentations by Professional Experts during our 2 day onsite model, and math projects during our 3 day onsite model.

Our mathematics program will focus on:

- Mastery of the California State Content Standards
- Giving students a thorough mastery of the fundamentals before moving on to advanced concepts.
- Helping students to overcome math anxiety and building self-confidence by working with mathematics in a supportive atmosphere.
- Developing skill at communicating mathematics both verbally and through writing, and helping students to view mathematics as a language.
- Using mathematics to strengthen logical reasoning which can be applied in all areas of life.
- Developing and cultivating students' mathematical intuition and common sense.
- Thinking of mathematics as a creative art, including creative problem-solving, and "outside-the-box" thinking.

These are some of the texts we plan to use in our math curriculum:

- *DISTAR Arithmetic 1*(Kindergarten)
- *DISTAR Arithmetic; Connecting Math Concepts Levels A-F* (K-5)
- *SRA/McGraw-Hill Teacher Resource Books: SRA Real Math* (K-6)
- *Glencoe/McGraw Hill California Math*(7)
- Key Curriculum Press: *Discovering Algebra: An Investigative Approach, CA Edition* (8)
- Edward Zaccaro's *Primary Grade Challenge Math, Challenge Math* (Middle School), *Real World Algebra*
- Harold Jacobs math texts: *Elementary Algebra; Geometry*
- Total Recall Computer Software
- Teacher created materials.

### **Reading/English/Language Arts:**

At Innovations Academy we realize that excellent and enthusiastic readers have an edge on learning. Achieving a strong foundation in phonemic awareness, reading fluency, and comprehension is of the utmost importance to foster and encourage active readers.

With this in mind, it is extremely important that our primary grade teachers are all trained in proper reading techniques so that there is consistency among our staff. This will ensure that proper reading techniques are being mastered by the students no matter what grade they are in.

Fundamentally, we believe that reading is best taught through the Direct Instruction method used in the SRA programs. The Direct Instruction method has been shown in studies to have a significant impact on reading comprehension.<sup>24</sup> Direct Instruction has also been shown to be effective with low-income students.<sup>25</sup> This method emphasizes teaching manageable phonemes with enough repetition that students retain the information. A strong emphasis is on teaching students proper reading techniques, such as stringing or singing sounds together as opposed to teaching sounds in a disjointed manner that encourages guessing. Our DIBS and PEP program will emphasize targeted lessons for small individual groups of students.

Reading will be enhanced through our English/Language Arts program. During our 2 day onsite model students will have the opportunity to work with Professional Experts from the writing community such as authors, proof readers, and journalists. On some Fridays, students will participate in fieldtrips to theatre groups and performances to expose them to living Language Arts. During our 3 day onsite model students will participate in projects that encompass English/Language Arts that could include making a school book of creative writing, performing plays from classical literature, writing letters to a penpal, etc.

Students in our DIBS and PEP program will also benefit from small group writing and reading exercises that are appropriate for their grade achievement level.

Our Reading/English/Language Arts program will focus on:

- Mastery of the California State Content Standards
- Ensuring that all students master the SRA reading program
- Writing daily through the use of journals and portfolios
- Developing students' talents in creative writing which will aid in their self expression at school.

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<sup>24</sup> Stevens, Robert J.; et. al, "The Effects of Cooperative Learning and Direct Instruction in Reading Comprehension Strategies on Main Idea Identification.", *Journal of Educational Psychology*, Vol. 83, No. 1, pp. 8-16, (Mar. 1991)

Gersten, Russell; Carnine, Douglas, "Direct Instruction in Reading Comprehension." *Educational Leadership*, Vol. 43, No. 7, pp. 70-78 (Apr. 1986)

Adams, Gary L.; Engelmann, Siegfried, *Research on Direct Instruction: 25 Years beyond DISTAR*. Educational Achievement Systems, Seattle (1996)

<sup>25</sup> [[http://links.jstor.org/sici?sici=0002-8312\(198221\)19%3A1%3C75%3AAFOFIT%3E2.o.CO%3B2-T](http://links.jstor.org/sici?sici=0002-8312(198221)19%3A1%3C75%3AAFOFIT%3E2.o.CO%3B2-T)] Becker, Wesley C.; Gersten, Russell, "A Follow-up of Follow Through: The Later Effects of the Direct Instruction Model on Children in Fifth and Sixth Grades", *American Educational Research Journal*, Vol. 19, No. 1, pp. 75-92, (1982)

- Building students reading comprehension through the use of class discussion and dialog on reading topics
- Connecting the experience of writers and fictitious characters to their own life to demonstrate human connection across cultures.

These are some of the texts we plan to use in our Reading/English/Language Arts program:

- SRA/McGraw-Hill: *SRA/REACH* (Grades 4 - 8).
- *SRA Reading Horizons* (K-4). (Developed and validated similarly to the REACH program.)
- Literature
- Fran Claggett, Louann Reid, and Ruth Vinz: *Daybooks*
- *AVKO Sequential Spelling* by Don McCabe
- Total Recall Computer Software
- Teacher generated materials

### **Science:**

Younger students exhibit a remarkable ability to learn new languages. One could say that science has its own language, with a myriad of terms and technical definitions. Our goal in our science curriculum is to tap into students' potential for language acquisition while simultaneously emphasizing the conceptual foundations of science: science as exploration and experimentation, and the scientific method as a means of developing and advancing human knowledge.

Our curriculum will emphasize the exploration of science through the natural world. Outdoor activities, including field trips to nearby natural areas will be an integral part of our 2 day onsite program. Such activities will create an opportunity to directly explore concepts in biology, ecology, and earth science, and lay a foundation for connecting other areas of science to this more tangible knowledge.

Our 3 day onsite program will focus on teaching science topics and language that will then be needed to implement Project Based Learning and Service Learning science projects. Project based learning provides students with hands on activities to explore a field as well as to do field work in certain topics, such as native California horticulture. Service Learning provides students with the opportunity to make a difference in their community by contributing the knowledge that they have obtained to make a difference. One such opportunity could be making a school garden to maintain native Californian plants and insects.

Our Science program will focus on:

- Mastery of the California State Content Standards
- Using students' innate curiosity about the world around them as a resource for motivating the study of science.

- Emphasizing the role of science as a process of asking and answering questions about how the world works, and encouraging students to ask their own scientific questions.
- Making students more aware of the natural world and developing skills of identification and classification of the things around us.
- Connecting more abstract scientific concepts to tangible things that can be directly observed in one's daily life.
- Emphasizing ecological thinking and systems thinking as a way to understand complex systems.

These are some of the texts we plan to use in our science curriculum:

- Macmillan/McGraw-Hill Schools Division: *California Science*(K-5)
- Glencoe/McGraw-Hill *Focus on Science*(6-8)
- Edward Zaccaro's *The Ten Things All Future Mathematicians and Scientist Must Know*.
- Joy Hakim's *The Story of Science*
- David Macaulay's *The Way Things Work*
- Total Recall Computer Software
- Teacher created materials

### **History/Social Science:**

History and Social Science is an integral part to understanding our own present perspectives in the world.

Students will learn about history and social science through an integrated understanding of what is happening during the time period. We believe that "why" is one of the most powerful questions to both ask and answer. Students will be encouraged to use the scientific method in their history and social science studies to inquire into the nature of global happenings.

In addition to students learning geography, we find that it is also important for students to understand the economic and agricultural resources available to different areas and how those resources shape the culture of said geographic location. Overall, our philosophy is that students should have a full understanding and appreciation of what is happening within a society to understand the history behind it.

Students will also participate in democratic decision making throughout the school year. Students will learn how to make and enforce rules that benefit our community. This will encourage them to be good citizens not only in the classroom but in the world.

Our History and Social Science program will focus on:

- Mastery of the California State Content Standards
- How ecology influences culture.
- Building civic mindedness.
- Encouraging students to question how cultures came to be.



- Making students aware of the many influences that shape history.
- Making connections between past and present events.
- Hypothesizing on the outcomes of theoretical historical changes.

These are some of the texts we plan to use in our history and social science curriculum:

- Macmillan/McGraw-Hill - *California Vistas* (K-6)
- Glencoe/McGraw-Hill - *Discovering Our Past* (Grades 6 - 8)
- Total Recall Computer Software
- Teacher created materials

### **Physical Education:**

At Innovations Academy we believe that the brain is fully supported and ready to learn once the body is alert and focused. Through our Neurocognitive Curriculum students will participate in daily exercises to encourage cognitive functioning.

Students will also learn about not only how the body works and its parts, but also how the brain functions so that they understand our current understanding of optimal learning. This will also include teaching students about proper nutrition and health.

With a strong foundation in health and nutrition, students will be encouraged to make healthy choices for themselves on a daily basis. Physical education makes a profound impact on how we live out our daily lives which many people do not begin to appreciate until their health is failing. Our students will understand the complexities and importance of maintaining proper health and nutrition.

Our Physical Education program will focus on:

- Mastery of the California State Content Standards
- Body and brain awareness.
- Proper nutrition and health.
- Making healthy choices.
- Physical activity to stimulate optimal learning.

These are some of the texts we plan to use in our physical education curriculum:

- Denise Hornbeak's *The SuperConfitelligent Child: Loving to Learn through Movement and Play*
- BrainGym Materials
- YogaKids (see Neurocognitive Curriculum)
- Teacher created materials

### **Performing and Fine Arts:**

We believe that performing arts, especially those involving cooperation and coordination with others, are an excellent medium in which to develop interpersonal skills as well as perseverance at learning new skills.

Our school will provide an environment where, at least once a week, students will have an opportunity to engage in a musical or performance art activity. The school will acquire musical instruments over a period of time, which the students will be encouraged to learn and play of their own initiative. Students will also participate in creating their own performances combining music and choreographed dance.

Our Monday, activities with Professional Experts will include musical performances by local artists, including composers, classical musicians including instrumentalists and vocalists, pop musical artists, and experimental musicians. Students will be encouraged to actively participate in music making. We will also have Professional Experts from dance and theatre backgrounds.

Students will also have opportunities to participate in Fine Arts. On Mondays, Professional Experts will join us to not only share their art with students but also to engage them in making their own creations. During our 3 day onsite program, students will incorporate fine arts into their project presentations.

Our Fine and Performing Arts program will focus on:

- Mastery of the California State Content Standards
- Exploration of various musical instruments and forms.
- Cultivating an appreciation for world music, dance, and theatrical forms.
- Creating student performances through group collaboration.
- Connecting the arts to world events, history, and other core curriculum areas.

These are some of the texts we plan to use in our physical education curriculum:

- Integrated arts and music throughout core curriculum projects and activities
- Use of technology in art and music, including open-source software for music composition and graphic design
- Teacher created materials

Please see Appendix C for an outline of how our curriculum aligns with the California State Content Standards.

## **B. Social Emotional Program**

Wisdom tells us that since humans are social beings, we learn best in a supportive community. At Innovations Academy we offer a Social Emotional Program that teaches exceptional communication skills that facilitates the creation of said community. These skills also lead to success as a life long learner.

Our goal is to create a learning environment wherein everyone can cultivate the skills to approach one another with an intent to share knowledge and work together towards common goals by means of our diversity and shared resources.

The following modalities accomplish this goal:

Nonviolent Communication(sm) (NVC)- NVC is a powerful process to facilitate a focused attention wherein compassionate connection and action are possible. This tool can help prevent and resolve conflicts and facilitate communication that helps everyone get their needs met. It is a practical tool readily applicable in families and educational institutions for creating compassionate connections.

“The most powerful aspect of our training today is a paradigm shift to a new way of interacting with the world.” - Marshall B. Rosenberg

Dr. Marshall B. Rosenberg, PhD is founder and director of educational services for the Center for Nonviolent Communication (sm), an international non-profit organization. NVC is what Mr. Rosenberg emerged with after years of exploration and development for a model of communication that honors humans as peaceful beings. For the past 40 years he has provided training and mediation for peacemaking worldwide. He is also a recognized author of “Nonviolent Communication, A Language of Life.”

Hundreds of schools around the world have been introduced to NVC. In many of these schools, teachers, administrators, parents, and students have put it to practice with many of the following reported results<sup>26</sup>:

- Fewer conflicts
- Increased skill in mediating conflicts that arise
- More listening to one another
- Mutual respect among all school members
- Students take responsibility for their learning
- More engaged learning
- Less resistance & more cooperation
- More fun for everyone
- Students and teachers feel safe at school

The training that will be offered to the participants of Innovations Academy will teach a language of honesty and empathy, emphasizing personal responsibility for

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<sup>26</sup> [<http://www.cnvc.org/pedproj.htm>] Sura Hart, "Nonviolent communication in schools", Center for Nonviolent Communication (May 2007)

our choices and fostering authentic expression motivated by compassion, rather than fear, guilt or shame.<sup>27</sup>

All staff will be trained in NVC.

It will be a constant aspect of life at Innovations Academy.

Herein, are examples of how Innovations Academy will implement this practice.

### Daily

Morning Check-In - Using the NVC model for compassionate communication teachers will guide the class in a group verbal share exploring personal, family, school and community living. It is by way of real-life examples that the practice of NVC can be taught and learned most effectively. This first hour of the day will be shared with our Neurocognitive Curriculum.

NVC Staff Member Facilitator - As communication is viewed as the lifeline for an optimal educational experience and maintenance of the school culture at Innovations Academy, a staff member will be trained in NVC facilitation to support the teachers, parents, students, and administration toward compassionate communication as needed.

Instructional Support - One of the directors is the Social Emotional Curriculum coach and is available to provide ongoing coaching and support as needed throughout the day.

### Monthly

Nonviolent Communication(sm) practice groups will be lead by an NVC Certified Trainer wherein current issues, concerns and celebrations will be the basis for immersion in NVC as a personal practice and clarification of the model as it is most effectively used.

Staff NVC practice group-average 2 hours.  
Parent NVC practice group-average 2 hours.

(See Appendix C)

**Dynamic Facilitation** - This offers a way for people skilled in areas of personal development, self-help, communication and social services, to facilitate groups in a creative and transformative process of generative dialogue. It is a distinctive approach to facilitation that can help groups arrive at creative, practical and elegant

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<sup>27</sup> [[http://www.nonviolentcommunication.com/community/community-pdf/Key\\_Facts\\_About\\_NVC.pdf](http://www.nonviolentcommunication.com/community/community-pdf/Key_Facts_About_NVC.pdf)] Key Facts about Nonviolent Communication, PuddleDancer Press (Sep. 2005)

solutions to challenging issues. It is an emergent process allowing everyone's intrinsic motivation to discover meaningful patterns, to make sense of conflicting information and to create new possibilities. The Facilitators role is to carefully listen to and keep record of each expression offered up in a lively forum wherein diversity embraced creates a group of trusting individuals.

“This is a totally different way of facilitating that is actually easier than traditional methods. It allows participants to reach levels of creativity that spark one another so the group finds incredible, effective solutions to any size problem.” - Linda Condon, Washington Dept. of Agriculture

At least one staff member of Innovations Academy will be fully trained as a Facilitator of Dynamic Facilitation and the process implemented as needed.

**Alternatives to Violence Project** - is a volunteer based organization of trained leaders who offer workshops to evolve and cultivate participants' ability to work together by agreement without coercion (whether physical or verbal). Workshops improve leadership skills and allow for the natural discovery of self and understanding of community members. Each workshop constitutes a palate of exercises designed to include a variety of simple materials, reflective dialogue, story, body movement, song, imagination and rhyming. The balance of play and introspective exploration, dialogue and relaxation are offered to complete this enthusiastic approach to peace as a process.

The Alternatives to Violence Project began in 1975. It is a non-profit educational corporation dedicated to reducing interpersonal violence in our society. It is funded entirely by private sources. It is a non-sectarian organization and among its supportive efforts are those with the American Youth Corps, and the Division for Youth institution for under-age offenders in New York. The San Diego group of AVP volunteers and workshop leaders is called Hands for Peace.

Innovations Academy will call upon the teams of Alternatives to Violence Project to lead workshops and trainings as a precursor to each school year commencement. And, as school participants request further assistance and particular training. At least one staff or family member will complete the AVP training program and the workshop experience will be offered yearly and as otherwise determined to meet the needs of the community.

**8 to Great** - For our middle school students, Innovations Academy has selected a special program targeted at this age group. The 8 to Great program is a proven process for success that helps middle school students make positive, healthy choices. The result is a decrease in addictive and destructive behaviors in At-Risk students as well as the achievement of new heights for students who are excelling. (please see Appendix C)

With the hundreds of scripted and interactive activities (20 minutes in length) from their program, Innovations Academy will use 8 to Great as part of:

- Our Social Emotional Curriculum
- Weekly Homeroom/advisory times
- Drug and Violence Prevention Programs
- Human Growth and Development Curriculum
- Faculty In-Services
- Outdoor Ed

8 to Great utilizes 8 Highway tracks to direct their social emotional curriculum.

1) Get the Picture

We "Get the Picture" when we practice visualizing the end result: We think it 'till we feel it. Students learn:

- A. How to get clear about what they want and focus on it
- B. How they've held themselves back and how to set higher goals
- C. The importance of recording what they want in words and pictures
- D. To distinguish between thoughts and beliefs as well as goals and dreams
- E. The power of and process for visualizing positive outcomes

2) Risk

We "Risk" when we "run to" (our dreams) rather than "run from" (our fears). Students learn:

- A. How to distinguish between risking (running to) and escaping (running from)
- B. To look back at risks they've taken and forward to risks they'd like to take
- C. To use the phrase "If I had no fear..." for making goal-focused decisions
- D. That the road to success is never a straight line and perseverance is essential
- E. How each one of us can face our fears and live more authentically

3) Full Responsibility

We take "Full Responsibility" when we realize we are not victims and stop blaming and complaining. Students learn:

- A. To replace BC (Blaming and Complaining) with AD (Acting and Dreaming)
- B. How to move from judgment of others to acceptance and understanding
- C. The power of acknowledging their part in the challenges they face
- D. That when they admit that they are the problem, they become the solution
- E. How to take charge of their lives and go for their dreams

4) Feeling All Our Feelings

We "Feel All Our Feelings" when we allow our "mads" and "sads" to help us take action and release the past. Students learn:

- A. How to deal with strong emotions in others without getting 'triggered'
- B. How grieving and allowing sorrow facilitates growth and prevents rage
- C. That healthy anger is energy for change or "angergy"
- D. That we always feel Mad and Sad at the same time to the same degree
- E. A process for releasing rage and depression and returning to "feeling" good

5) Honest Communication

We "Honestly Communicate" when we authentically express who we are and allow others to do the same. Students learn:

- A. The 4-step process for asking for what they want effectively and responsibly
- B. How to disagree in a healthy manner through "I" rather than "You" messages
- C. A guaranteed process for ending gossip and third party communication
- D. How to listen to another's feelings without needing to fix them
- E. How to express their thoughts and feelings more clearly and effectively

The 8 to Great Positive Attitude Formula: Forgive, Gratitude, Hope (FGH)

6) FGH: Forgiveness of the Past

We "Forgive the Past" when we release the negative hold of bitterness and regret on the present. Students learn:

- A. The Forgiveness Formula for forgiving self and others
- B. The benefits of Forgiveness
- C. The three steps of Forgiveness
- D. The process of writing a Forgiveness letter

7) FGH: Gratitude for the Present

We are "Grateful for the Present" when we become aware and appreciative of the gifts of life. Students learn:

- A. A daily process for staying positive in the present moment
- B. The characteristics of the most grateful people
- C. The benefits of Gratitude
- D. The process of writing a Gratitude letter

8) FGH: Hope for the Future

We have "Hope for the Future" when we persevere despite roadblocks and uncertainties. Students learn:

- A. How to replace anxiety and worry with belief in the goal/dream
- B. That F.E.A.R. is simply False Evidence Appearing Real
- C. The benefits of optimism vs. pessimism
- D. The process of writing a Hope letter

According to a study, social and emotional skills training has been linked to fewer classroom disruptions, decreased absences, and higher grades among children (Shriver and Weissberg, 2005).<sup>28</sup>

Psychologist Dr. Daniel Goleman (1995) has reported that children who are better able to manage their emotions can pay attention better and absorb and remember information better. Best of all, children's emotional intelligence will serve them long after they become adults.<sup>29</sup>

(See Appendix C for 8 to Great samples)

**Self Assessment Program** - Goal setting and implementation is important to future successes. Our students will be supported to make goals and assess their progress on a daily basis. These goals will be both academic and personal.

### **Implementation of Program:**

- Prior to Innovation Academy's first school year, all teachers, staff and families will participate in a series of training in Nonviolent Communication(sm).
- Before each school year a similar series of training sessions and practice groups will be offered. The sessions will be created to honor the learning needs at that time. The diverse involvement of families will enhance the cultivation of skills in Nonviolent Communication(sm) as each offers their unique response to group work, character and life experience. This training will serve the experience of self expression and compassionate connection.
- A staff member will be designated to be the Social Emotional Coordinator and will receive training in the 8 to Great and Nonviolent Communication (sm) programs. They will also be responsible for curriculum development in this area.
- The first hour of each school morning is designated to bridging Social Emotional activities into the class setting as well as integrated throughout the school day.
- Students will record their goals and progress over each school day. They will keep his in a record form so that over the course of the school year they can see their progress. These goals will also be used for descriptive grading purposes.

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<sup>28</sup> Shriver, T. P. and Weissberg, R. P. "No Emotion Left Behind" [Op. Ed. article]. The New York Times. (2005, August 16).

<sup>29</sup> Goleman, D. (1995). Emotional Intelligence. New York: Bantam.



- Staff development will take place on a regular basis through weekly meetings and conference opportunities.

## C. Neurocognitive Educational Curriculum

Neurocognitive education recognizes that the brain and the senses work together to input information and process it. The goal of this program is to support each student to optimize the learning process.

### 1. Nutrition

We believe that proper nutrition is a foundation to enhance learning.<sup>30</sup> A healthy, well-prepared brain is one of the first essentials for learning anything.<sup>31</sup> Innovations Academy will invest the funds necessary to provide nutritious snacks to all children throughout the day. Our Student Support Program will provide information and workshops on how parents can support their children nutritionally. On Fridays, cooking/nutrition classes will expose students to different foods and making good nutritional decisions.

### 2. Movement

During the first hour of every school day, time will be provided for students to gear up their bodies and brains. Movement and exercises are important to our neurocognitive curriculum.

“There’s sort of no question about [exercise boosting brain function] now,” said Dr. John J. Ratey, a clinical associate professor of psychiatry at Harvard Medical School. “The exercise itself doesn’t make you smarter, but it puts the brain of the learners in the optimal position for them to learn.”<sup>32</sup>

Three components of this curriculum will include Brain Gym<sup>33</sup>, Rhythmic Exercises, Yogakids<sup>34</sup>, and physical education. (See Appendix C)

BrainGym develops the brains neural pathways the way nature does - through

<sup>30</sup> [<http://www.yogakids.com/toolsforschools/articles/Nutrition,%20Physical%20Activity%20and%20Academic%20Achievement.pdf>] "The Role of Sound Nutrition and Physical Activity in Academic Achievement" Action for Healthy Kids (2004)

<sup>31</sup> [<http://www.thelearningweb.net/diet-nutrition-education.html>] "Diet, nutrition, and education: The impact of diet on education - what research shows" The Learning Web (2005)

<sup>32</sup> Debra Viadero, "Exercise Seen as Priming Pump for Students? Academic Strides", Education Week (Feb. 2008)

<sup>33</sup> [<http://www.yogakids.com/toolsforschools/docs/Educational%20Kinesiology%20-%20Research%20Summaries.pdf>]  
BrainGym, The Educational Kinesiology Foundation

<sup>34</sup> [<http://www.yogakids.com/toolsforschools/goals.html>] Yogakids

movement. Innovations Academy will incorporate the 26 targeted activities that integrate body and mind, and improve concentration, memory, reading, writing, organizing, listening, and physical coordination.

Rhythmic exercises can be utilized to stimulate the cerebellum and the neocortex, especially the frontal lobes in order to improve attention and control of impulses. Through providing time in the morning to incorporate these exercises we will be giving our students a great foundation for learning throughout the day.

During the mornings, students will choose a physical activity to participate in such as running, yoga, juggling, or games to prepare their bodies for the day ahead.

### **3. Multi-sensory Approach**

The curriculum of Innovations Academy allows children to approach the California State Standards in many different ways. This affords our student population multiple exposures to material, engagement with materials on different levels, and real life applications of the subject matter (for example, children are reading and following mathematical directions from a cookbook in class, discuss with a chef on our village day, creating and writing up their own invented recipe, and in the end they could create a recipe book that is sold in local book stores).

### **Learning Styles and Modalities**

At Innovations Academy, learning styles and modalities will not only be tested for but implemented in our curriculum.

A community partnership with San Diego State University will give our first and second graders the option of participating in research studies that will look at cognitive abilities in student populations. With this data, we will adapt our Direct Instruction program to meet students' individual needs. Their scores will be taken into account in their classroom for teacher consideration in meeting students' needs.

Students will also take a survey from "Discover Your Child's Learning Style" by Mariaemma Willis, M.S. and Victoria Kindle Hodson, M.A. to assess their learning style. This information will be used by all teachers and staff to adapt curriculum and the Direct Instruction model to each students' needs.

Each student will have a personal portfolio that will inform all staff and teachers about best practices for individual children. This will also be an area to note if there are any particular methods that are working especially well for a student.

Professional development will take place through the year in consideration of learning styles and personal assessment. A staff member will be responsible for attending conferences and workshops for training in learning assessments and identification of learning styles.

Core curriculum from the California State Standards will be offered to students through a variety of learning styles and modalities.

Developmental Optometry is the study of vision in children. Besides making sure that their patients are healthy and see well, developmental optometrists are also concerned with how efficiently their patients' vision allows them to function. In addition to providing a standard eye exam, developmental optometrists run additional tests to determine if their patients have developed the visual skills they need to adequately perform tasks required in their daily lives, especially at work or school. At Innovations Academy we are collaborating with Developmental Optometrists, the Center for Behavioral Teratology at San Diego State University, and reading specialists to develop a program that identifies ways in which we support student learning through specific teaching methods.

## **F. Student Support Program**

Our Student Support Program serves as our parent education tool. Once a month parents will come into an information session. The session will be based on a topic that will be covered over the month that is connected to a current theme at school. Such topics may include but are not limited to: curriculum, methods of instruction, our school's goals and mission, how to work with your children at home, nutrition, developmentally appropriate behavior, brain-based learning, rhythmic movement, etc.

Parents will also assist the school in one of three ways: fundraising, on campus support with the various curriculum, and off campus support through making connections and partnerships in the community.

Family Partnerships are also encouraged in the Innovations Academy community. These partnerships serve to bring different families together whether it be through car pooling, social engagements, or local park days. Innovations Academy will have a quarterly family exchange where families of different cultures will meet with each other outside of school. At Innovations Academy we will provide an inservice program on how families can connect and interact.

## **Instructional Methods**

Curriculum and instruction at Innovations Academy are designed to assess and address the needs of individual diverse learners and foster the natural learner in every individual. Our multi-dimensional program provides personal attention to the student, the freedom to follow individual interests while evaluating their progress and mastering self-assessment techniques, and brings meaning to learning by engaging them in real-world projects.

Instructional methods in all courses:

- Allow students to inquire, research, explore and experiment to develop questions, hypotheses and explanations, (Mafune, n.d.);
- Encourage students to work individually and in groups in order to develop the personal and learning skills required in each, (UIUC, 2004, McLaughlin, 1996);
- Include student-centered projects and problem-based learning to develop real world connections, (PBL, 2003 and McLaughlin, 1996);
- Provide for structured, guided, and individual practice, (Bloom, 1987);
- Use multimedia as effective learning tools, (Grabe & Grabe, 2004);
- Provide individual mentoring time with professional experts from the community
- School Wide Direct Instruction for Basic Skills
- Project Based Learning will incorporate Service Learning
- Social Emotional Curriculum (reference)
- Neurocognitive Educational Curriculum (reference)
- Ongoing assessment of student performance through rubrics, checklists, writing samples, and surveys

### **Instructional Phase Plan**

#### **Phase I: Beginning of Year 1 (July 2008 - September 2008)**

- Initial assessments of student needs
- School Culture Development
- Parent Workshop on the Personalized Education Program
- Parent Assistance Workshop and Recruitment
- Introduction to Community Mentored Instruction
- Technology-assisted instruction
- Assignment of Direct Instruction Conference Teams.
- Staff development on Social Emotional Curriculum, Neurocognitive Education Curriculum, Direct Instruction, Project Based Service Learning Curriculum, Technology-assisted instruction program, Reading Training for K-1 staff

#### **Phase II: Year 1 (September 2008 -June 2009)**

- Classroom instruction with improved, integrated and/or newly developed curricular materials
- Ongoing Staff development opportunities in all areas of curriculum
- Continued Student assessment
- Project Based Service Learning is presented to the school community.
- Ongoing Student Support Program

### **Curriculum and Scope and Sequence**

All students at Innovations Academy will master the California State Standards in the following core subjects:

- Mathematics
- Science
- English/Language Arts
- History/Social Science
- Physical Education
- Fine and Performing Arts

(Please see Section V under Core Curriculum for further detail.)

### At Innovations Academy:

- All core courses are designed beginning with the California State Standards;
- Student outcomes are specifically aligned with the California State Standards;
- Assessments are developed to align with the California State Standards;
- Curriculum is developed and compiled that has been shown to be effective with the target student population and aligned with California State Standards

### Innovations Academy Schedule:

Innovations Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
9am - 10am	S.E & N.E	S.E & N.E	All School Meeting	S.E & N.E	S.E & N.E
10am - 12pm	Language Arts/ Humanities DIBS and Professional Experts	Language Arts/ Humanities DIBS and Project Based Service Learning	All Subject DIBS and Project Based Service Learning	Language Arts/ Humanities DIBS and Project Based Service Learning	Language Arts/ Humanities DIBS and Lab Time
12pm - 1pm	Lunch	Lunch	Lunch	Lunch	Lunch
1pm - 3pm	Science/ Math DIBS and Professional Experts	Science/Math DIBS and Project Based Service Learning	Minimum Day  Teacher/Staff Meetings	Science/Math DIBS and Project Based Service Learning	Science/Math DIBS and Lab Time
3pm - 4pm	S.E & N.E	S.E & N.E		S.E & N.E	S.E & N.E

\*S.E & N.E = Social Emotional and Neurocognitive Education

\*\*DIBS = Direct Instruction of Basic Skills program

## Innovations Academy School Calendar:

Innovations Academy will be following the traditional school calendar of the San Diego Unified School District. We reserve the right to take an extra week at Spring Break and extend our school year until June 23. We will submit a final calendar to the district by August 1 for each school year.

We will have a minimum of 180 school days. Our school day calendar exceeds the instructional minutes required by the California Department of Education.

Below is the school calendar for the 2008 - 2009 school year:

**SAN DIEGO UNIFIED SCHOOL DISTRICT  
2008-2009 SCHOOL YEAR  
TRADITIONAL CALENDAR/CALENDARIO ESCOLAR**

JULY 2008 JULIO															AUGUST 2008 AGOSTO														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	31

SEPTEMBER 2008 SEPTIEMBRE															OCTOBER 2008 OCTUBRE															NOVEMBER 2008 NOVIEMBRE														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30															

DECEMBER 2008 DICIEMBRE															JANUARY 2009 ENERO															FEBRUARY 2009 FEBRERO														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	31															

MARCH 2009 MARZO															APRIL 2009 ABRIL															MAY 2009 MAYO														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	31																

JUNE 2009 JUNIO															JULY 2009 JULIO															AUGUST 2009 AGOSTO														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	31																

KEY	
<input checked="" type="checkbox"/> DAYS ON TRACK DÍAS DE ASISTENCIA	<input type="checkbox"/> SATURDAYS/SUNDAYS FÉRIES DE SEMANA
<input type="checkbox"/> DAYS OFF TRACK DÍAS DE VACACIONES	<input checked="" type="checkbox"/> HOLIDAYS DÍAS CONMEMORATIVOS
<input checked="" type="checkbox"/> TEACHER WORK DAYS	

SPECIAL DATES	
August 27	All contract teachers report for duty (For certificated staff: Preparation days on 8/27, 8/28 and 8/29.)
September 2	Schools open - Full day of instruction
October 31	First quarter ends
January 30	Full semester ends
February 2	Spring semester begins
April 3	Third quarter ends
June 15	Schools close - last day of student attendance
June 15	Spring semester ends
June 15	Teacher preparation day
June 30	Close of fiscal year

HOLIDAYS	
July 4	Independence Day
September 1	Labor Day
September 1	Admission Day (Reading holidays, classfind employees only)
November 11	Veterans Day observance
November 24 - 26	Thanksgiving Vacation
November 27 - 28	Declared and Mandated Holidays
Dec 22 - Jan 2	Winter Vacation
December 24 - 25	Declared and Mandated Holidays
Dec 31 - Jan 1	Declared and Mandated Holidays
January 19	Martin Luther King Day observance
February 9	Luncheon Day observance
February 14	Washington Day observance
April 5 - 10	Spring Vacation
May 25	Memorial Day

## **VI. PLANS FOR ADDRESSING THE NEEDS OF ALL LEARNERS**

### **Plan For Students Who Are Academically Low Achieving**

At Innovations Academy, low achieving students are identified by their STAR CST scores (below basic and far below basic), their in house assessment, below average performance on basic skills tests, parent input, and teacher observations. Furthermore, low achieving students will be identified by a year or more below grade level on the WRAT and are not showing progress on a follow up test in the first quarter.

Low achieving students will be referred to the Student Success Team (SST) process. The School will set up a Student Success/Assistance Team (SST), which will be comprised of parents, teachers, administrators, and other school professionals. The school will also recognize the need for an SST in the event of a direct request from the parent. This team will follow a traditional format in screening of all children with behavioral and academic difficulties before a referral for special education evaluation is made. All interventions will be exhausted before a student is referred to special education. A comprehensive referral form will be developed that includes difficulty with academics, with language transition, with behavior and with social interactions. A referral to initiate the SST process may be made by any classroom teacher once they have made an attempt at classroom modifications or instructional interventions. Before progressing to a full IEP evaluation, SST recommendations will be implemented for a month to note student academic progress. From there it will be noted if they need to have an IEP.

The structure of Innovations Academy supports low achieving students with:

- Small class sizes
- Direct Instruction Program
- Technology enhanced program that builds in review and reassessment such as the Total Recall software;
- Teacher and mentor availability for families through our Student Support Program
- Innovative scheduling that allows for individualized instructional support.

Response to the needs of low achieving students include:

- Innovative scheduling which allows for small group placement (DIBS program)
- Individual and small group attention that focuses on mastering the current learning;
- Technology assisted mastery of subject vocabulary and concepts through the Total Recall program.
- Special Education Parent Programs
- Staff development opportunities that address the needs of low achieving students, at a minimum, yearly;
- Scheduled parent notification and involvement;

In the event that a student is still not succeeding and to meet the needs of the target population the school will additionally provide:

- SST process; and
- Focus on key students during staff meetings.
- Community Partnerships for SPED support

## **Plan for Students Who Are Academically High Achieving**

At Innovations Academy, high achieving students are identified by their STAR CST scores (Advanced), their course performance (A), teacher and parent observations. Additionally, parents can choose to have their child GATE tested at a private school session through the San Diego Unified School District.

Response to the needs of high achieving students include:

- In-depth development of projects based on individual interests
- Opportunities for leadership and acquisition of mentoring skills
- Assigned leadership positions such as
  - Student Committee Liaison
  - Media
  - Development of Club Captain positions (example Documentary Club)
- Flexible scheduling to allow for learning extensions outside the classroom;
- Individual and small group conferences that focus on extension activities through the school day, such as an advanced DIBS program.

## **Plan for English Learners**

As part of the enrollment process at Innovations Academy, parents will fill out the Home Language Survey. The California English Language Development Tests (CELDT) will then be given to those students who have been identified as English Learners through the Home Language Survey. Within 30 days of enrollment, any student whose parent has indicated on the Home Language Survey that English is not the primary (first) language will be tested on their English language proficiency using the CELDT test. During initial enrollment only, students identified as English Learners are further tested in their primary language to determine proficiencies in listening, speaking, reading, and writing. The results of each student's assessments are sent to their parents or guardians in a language they understand. Results of students' designation and English proficiencies are reported annually to the state on the school's R30-LC report. Services are based on their CELDT scores.

As a hybrid model, Innovations Academy's families will have the choice to enroll in our full time traditional model or part time independent study model. Parents/guardians of



English Language Learners will be encouraged to participate in the full time model as to maximize English Language Learner onsite opportunities.

For those families who choose to enroll in our independent study model they will have access to English Language Learner materials to use at home as well as small group tutoring available on the days that they are not enrolled in the full time program.

The structure of Innovations Academy supports English Language Learners by:

- Less than or equal to 20 students per grade onsite (Khisty 2002; Garcia, 1993; Moschkovich, 2002; Celedon, 2004; Echevarria, 2000; and, CEMALA and TODOS organizations)
- Less than or equal to 180 students school wide the first year
- Using the Direct Instruction (DI) SRA/McGraw Hill program. Two longitudinal studies found strong and lasting effects of DI on the reading achievement of language-minority students. One was a follow-up of mostly Hispanic fifth and sixth graders in Texas who had experienced DI in Grades K–3 (Becker & Gersten, 1982). The other was a 2-year study of DI in a structured immersion program for Asian ELLs (Gersten, 1985). An adaptation of DI for use in small-group tutorials (one to three children) also found positive effects (Gunn et al., 2000).<sup>35</sup>
- Providing a Language Rich Environment through Professional Experts and Project Based Service Learning.
- K-1 program is language rich and hands on giving benefit to English Language Learning
- Specific units will be taught in our Social Emotional Curriculum on multicultural-multilingual interaction
- Family Partnerships that pairs families from different cultural backgrounds to foster cultural awareness.
- Teachers will make effective use of their CLAD training.
- Project Presentations that foster multi-modalities

In addition, English Language Learners specifically:

- Acquisition of computer software to develop specific subject area language development such as Total Recall Learning for language and vocabulary development
- Small Pull Out Group Direct Instruction for English Language Learners for mastery of Basic Skills.
- Will be supported in professional expert demonstrations by a designated mentor to facilitate communication and language acquisition.
- English Language instruction will be taught on a pull out basis in our DIBS program.

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<sup>35</sup> [[http://www.bestevidence.org/\\_images/word\\_docs/ELL\\_fullreport.pdf](http://www.bestevidence.org/_images/word_docs/ELL_fullreport.pdf)] Cheung, Alan; Slavin, Robert E., "Effective Reading Programs for English Language Learners and Other Language-Minority Students", Bilingual Research Journal, Vol. 29, No. 2, pp. 241-267 (2005)

Innovations Academy will provide English Language Learners' families with:

- Translated written communications
- Translators during parent conferences
- Translated parent communications
- Family Partnership Program that pairs families from different cultural backgrounds to foster cultural awareness.
- Student Support Program that gives access to English Language Development to family members
- Offer community resource information for English as a Second Language classes.

When Students will be Served (blue designates English Language Learner Blocks):

Innovations Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
9am - 10am	S.E & N.E	S.E & N.E	All School Meeting	S.E & N.E	S.E & N.E
10am - 12pm	Language Arts/ Humanities ELL DIBS and Mentored Professional Experts	Language Arts/ Humanities ELL DIBS and Project Based Service Learning	All Subject ELL DIBS and Project Based Service Learning	Language Arts/ Humanities ELL DIBS and Project Based Service Learning	Language Arts/ Humanities ELL DIBS and Lab Time
12pm - 1pm	Lunch	Lunch	Lunch	Lunch	Lunch
1pm - 3pm	Science/ Math ELL DIBS and Mentored Professional Experts	Science/Math ELL DIBS and Project Based Service Learning	Minimum Day  Teacher/Staff Meetings	Science/Math ELL DIBS and Project Based Service Learning	Science/Math ELL DIBS and Lab Time
3pm - 4pm	S.E & N.E	S.E & N.E		S.E & N.E	S.E & N.E

\*S.E & N.E = Social Emotional Curriculum and Neurocognitive Education

\*\*ELL DIBS = English Language Learners Direct Instruction of Basic Skills

During these times English Language Learners will be provided with small group pull out services to master English Language Learner skills. Sessions will be a minimum of a half hour in length to provide a minimum of one hour of small group instruction daily (with the exception of Wednesday as our minimum day).

### **How Students will be Monitored:**

- CELDT testing at the beginning of each year
- Student Language Achievement Survey per ELL Student per quarter
- Staff Language Achievement Survey per ELL Student per quarter
- Assessment through English Language Learning software or online assessments such as the English Language Proficiency Assessment (ELPA).
- Students will be tested in listening, speaking, reading, writing skills, and comprehension twice per year at a minimum.
- Staff observations according to a rubric

All credentialed teachers will be trained and licensed in:

- Crosscultural Language and Academic Development (CLAD) or Bilingual Crosscultural Language and Academic Development (BCLAD)
- Ongoing staff development to address English Learner challenges

Staff Meetings:

- All staff meetings will immediately follow the lunch break on minimum days and will include discussions on English Language Development progress. Additionally staff will brainstorm students' needs and achievements.

Staff Development:

- One staff member will be designated as our English Language Learner Specialist. This individual will attend at least one professional development conference per school year.
- All staff will be trained by our English Language Learner Specialist.

### **Plan for Special Education Students**

Innovations Academy complies with all State and Federal laws for special education. The School will also comply with Special Education Local Plan Area (SELPA) and District policies on special education. Innovations Academy will provide space at the school for Special Education purposes. In addition to other responsibilities that the District might place on the school, the charter school will have the responsibility to identify students who may qualify for special education services, to make referrals for evaluation, to hold Individualized Education Plan (IEP) meetings at the site, to provide

space for the special education teacher to work with students, and to ensure that the general education teachers will carry out their responsibilities assigned in the IEP.

Innovations Academy will work with the San Diego Unified School District, to provide special education services for the School's identified special education students. The School will be a member of the San Diego Unified School District Special Education Local Plan Area (SELPA) initially. The school will not discriminate on the basis of special education needs and the District will ensure that the student's needs are being addressed.

The District will provide special education services for the School's special education pupils to the extent of the law. Specifically, the District will serve children with disabilities in the same manner as it serves children with disabilities in its other schools [IDEIA 1413(a)(5)]. As long as the School is an arm of the District for special education purposes, the School will pay the District the District's special education encroachment for each student. Innovations Academy will have sole financial and programmatic responsibility for Section 504 of the Rehabilitation Act of 1973.

The School reserves the right to act as its own Local Education Agency (LEA) for the purposes of special education and will make appropriate notification to the District preceding such plans. To the extent the school opts for District delivery of special education services, it will support the District's implementation of these services and will make facilities available in a manner consistent with the District's need to provide services to all special education students. The School will develop a Memorandum of understanding (MOU) with the District as to how it will provide evaluation and related services (for example, speech and language, occupational therapy, or physical therapy) that could include third party service providers.

The School will set up a Student Success/Assistance Team (SST), which will be comprised of parents, teachers, administrators, and other school professionals. The school recognizes that a parent can directly request a Special Education assessment. This team will follow a traditional format in screening of all children with behavioral and academic difficulties before a referral for special education evaluation is made. All interventions will be exhausted before a student is referred to special education. A comprehensive referral form will be developed that includes difficulty with academics, with language transition, with behavior and with social interactions. A referral to initiate the SST process may be made by any classroom teacher once they have made an attempt at classroom modifications or instructional interventions.

Students may be referred for formal evaluation by the SST or by a parent. Once the referral is received, parents will be sent an assessment plan for their approval within 15 days. Once the consent by the parent is received the school will complete the formal evaluation and hold an IEP meeting within the 60-day timeline. Prior to the meeting, parents will be given a written notice describing their rights. Should the IEP team decide that the student qualifies for special education under one of the 13 federally mandated eligibilities (autism, deaf-blind, deafness, emotional disturbance, hard of hearing,

mental retardation, multiple disabilities, other health impaired, orthopedic impairment, specific learning disability, speech and language impaired, traumatic brain injury, and vision impairment), the team will make a determination of services that provide an education in the least restrictive environment. The IEP will be implemented immediately. Thereafter, the student will have an annual IEP meeting to review progress and a more in-depth IEP meeting every three years (the triennial) that will include another round of assessments.

The Resource Specialist Program (RSP) teacher and other special education teachers and classroom teachers will work together to provide an education that meets student needs, insures that students' Individualized Educational Plans (IEP) are met and moves them to the goal of meeting the California State standards in all subjects.

The IEP team will be composed of the parent(s), school psychologist, the RSP teacher, other specialists as needed (such as speech and language or occupational therapist), a school administrator or designee, and the student's general education teachers. A special education student's general education teachers will work closely with the RSP teacher to coordinate instruction and ensure that any modifications or accommodations specified in the IEP are being implemented.

Students at Innovations Academy will have Direct Instruction materials that are specifically geared towards meeting and exceeding their IEP goals. Time will be given to the RSP teacher during the Direct Instruction Period.

Additionally, the school will serve its special education students by:

- Less than or equal to 20 students per grade (Khisty 2002; Garcia, 1993; Moschkovich, 2002; Celedon, 2004; Echevarria, 2000; and, CEMALA and TODOS organizations)
- Less than or equal to 180 students school wide
- Small Group Direct Instruction with no more than three students to teacher ratio
- Specific units will be taught in our Social Emotional Curriculum on learning challenges and disabilities.
- Accommodations for Project Presentations and Professional Experts (such as mentoring and assistance)
- Technology assisted learning;
- Accommodations provided in regular education classes;
- Annual in-service for teachers regarding the identification of students with disabilities and ways of providing education in the general classroom.

Should the student not qualify for special education services or should the SST decide against formal evaluation, the SST or the parent may request that a 504 Plan meeting be scheduled. At the meeting, if it is determined that the learning process is being limited by a physical or mental condition, a 504 Plan will be developed including instructional and curricular modifications to provide the student with full access to academic programs. This plan will be implemented by the classroom teachers and will be reviewed annually.

## **VII. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA: (Element 2)**

### **A. MEASURABLE STUDENT OUTCOMES**

Innovations Academy students will attain the following broad goals:

Student Outcomes	Assessment	Performance Standard
Students will achieve mastery of the California State Content Standards.	<ul style="list-style-type: none"> <li>• Student Academic Inventory</li> <li>• WRAT Testings</li> <li>• Student Writing Sample</li> <li>• Project Presentation Check List</li> <li>• API Scores</li> <li>• STAR Testing/CAT6/CAPA</li> </ul>	<ul style="list-style-type: none"> <li>• Students will rate themselves at least 40% higher than at the end of the year than at the beginning.</li> <li>• Students will show a 10% improvement per semester.</li> <li>• Writing will 40% fewer errors in grammar content and form.</li> <li>• Students will score 40% higher on a checklist of identifiable vocabulary that is specific to each project.</li> <li>• Scores will be 10 points higher than comparable schools in San Diego Unified School District</li> </ul>
Innovations Academy will have active, monthly connection with families	<ul style="list-style-type: none"> <li>• Parent Participation Log</li> <li>• Attendance Reporting</li> <li>• Database of Parent Contacts</li> </ul>	<ul style="list-style-type: none"> <li>• 95% of parents will assist during the school year</li> <li>• 95% student attendance rate</li> <li>• 100% monthly contact between parents and staff</li> </ul>
Students will make an impact in the community	<ul style="list-style-type: none"> <li>• Community Project</li> <li>• Community Letter Writing Campaign</li> <li>• Leadership Activities</li> <li>• Community Interviews</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of students will assist in a community project</li> <li>• Student involvement in ongoing letter writing campaigns quarterly</li> <li>• 100% Active involvement in school tutoring, cleaning, and set up of events as measure by sign in sheets</li> <li>• 100% of students will interview at least one community member per school year.</li> </ul>

Student Outcomes	Assessment	Performance Standard
Students will be freely self-expressed	<ul style="list-style-type: none"> <li>• Participation in Wednesday School Meeting (measured by hand raising, volunteer service, leadership)</li> <li>• Student Survey of comfort level and expression.</li> <li>• Student Feedback/Requests</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of students will be willing to contribute to our Wednesday all school meeting.</li> <li>• Students will show improvement in their satisfaction and expression level by 20% quarterly.</li> <li>• Receiving written student feedback/requests on a weekly basis from 40% of students.</li> </ul>

Innovations Academy students will attain the following academic goals:

Student Outcome	Assessment	Performance Standard
Students will demonstrate the skills of literate, confident communicators.	Student Presentation Rubric	100% of students will willingly give oral presentations following each project to students, parents and staff showing improvement in at least 2 areas of the presentation rubric by the end of the year.
Students will read and understand grade-level-appropriate material.	WRAT  DISTAR Evaluations  STAR test	85% of students will score at grade level by the end of the first year on the WRAT. 85% of students will score at grade level by the end of the first year on the DISTAR placement test. By the end of the third year, 85% of students will score at or above proficient on the CST.
Students will read and respond to a variety of significant works of children's literature	Student Portfolio Checklist	100% of student portfolios will have entries relating to at least 3 different works of literature according to teacher maintained checklists.
Students will listen critically and respond appropriately to oral communication	Student Presentation Rubric  Teacher Observation Checklist	Presentation Rubrics will show that 95% of students respond appropriately to questions fielded during presentations. Teacher observation checklists will show that 85% of students are demonstrating appropriate responses to teacher requests in the classroom.



Student writing will demonstrate a command of language at grade level	Student Portfolio Rubrics  Schoolwide Writing Assessment/ STAR 4 <sup>th</sup> and 7 <sup>th</sup> grade writing assessments	Teacher evaluations(using rubrics) of student portfolios will show that 85% of students demonstrate grade level appropriate writing at a proficient level. By the end of the third year, 85% of students will score at or above proficient on either the STAR writing assessment and the school writing assessment.
Students will demonstrate proficiency in computational and procedural mathematical skills at grade level.	WRAT  DISTAR evaluations  STAR Test	By the end of the first year, 85% of students will score at grade level on the WRAT. By the end of the first year, 85% of students will score at grade level on the DISTAR Arithmetic placement test. By the end of the third year, 85% of students will score at or above the proficient level on the CST.
Students will apply mathematical skills in real world settings	Student Project Presentation Rubric	100% of students will present a project from their project based learning that demonstrates the application of math within the project.
Students will develop historical knowledge and cultural understanding	Student Presentations	100% of student will give a presentation containing information regarding another culture.
Students will make a contribution in society through a service project.	Student Project Evaluations	90% of student project evaluation rubrics will reflect how a contribution was made in a specified community.
Students will develop their own questions and perform investigations in Science	Student Science Projects  STAR Test	95% of student science fair project rubrics will show the formulation of questions and the performance of a scientific investigation. By the end of the second year, 85% of students will score at or above proficient on the CST.
Students will use technology for completing personal and academic tasks	School Created Survey  Teacher/Parent Observation Checklist	90% of students will respond affirmatively to the use of technology in their lives on a questionnaire. 90% of students will show a completion rate of 90% of technology tasks as assessed by teachers and parents using a checklist of technology skills based on the California State Standards.

Students will show an understanding of the Scientific Method	Student Science Project Rubric	Student Science Fair projects will reflect appropriate use of the scientific method on Science Project Rubric
Students maintain a level of physical fitness to improve health and performance	Physical Fitness Assessment	75% of students will pass the school created physical fitness assessment.

## **B. ACADEMIC PERFORMANCE INDEX/ADEQUATE YEARLY PROGRESS**

The primary school-wide accountability measures at Innovations Academy are the California Standards Tests included in the State Testing And Reporting (STAR) program. As required by federal and state law, the district will use the Academic Performance Index, as defined by California's Public School Accountability Act 5, and the Adequate Yearly Progress measures, as defined through No Child Left Behind 6, as the performance indicators for the district accountability process. Each year, Innovations Academy will be classified in terms of our performance. The School will exceed the API of local schools as indicated by area code and meet or exceed the growth target each year.

The School will attain its growth target each year by doing the following:

- Perform an analysis of the previous year's scores;
- Establish target areas among sub-groups, including low-achieving students and English learners, and among curricular areas;
- Analyze standards cluster results in each subject and set targets to raise an area that lags;
- Align financial and staff development resources with established target areas;
- Monitor results on benchmark tests, especially those within the target areas;
- Reaffirm standards-based instruction ensuring that assessments and instruction are aligned with the standards;
- Focus on students who score BB and FBB and create goals to raise their scores by at least one level on the STAR test.

## **C. METHODS OF ASSESSMENT (Element 3)**

Innovations Academy's academic program is standards-based and data driven. "The method by which student progress in meeting those student outcomes is to be measured." - California Education Code Section 47605(b)(5)(C). The California State content and performance standards and multiple sources of data form the basis of the

School's teachings. Performance assessments are evaluated with the use of in-common benchmarks and rubrics and are analyzed on a regular basis to help drive the School's educational program. The rubrics are used to inform students and parents about the standards for student work.

Innovations Academy plans to use the following assessment and reporting tools:

- We will achieve all AYP goals as specified by No Child Left Behind.
- Will fully participate in the STAR program including the The California Standards Tests (CST), California Alternate Performance Assessment (CAPA), and the California Achievement Tests 6th Edition (CAT/6) survey to measure academic achievement;
- Wide Ranging Achievement Test to measure reading recognition, spelling, and arithmetic computation for grade achievement.
- An ongoing school-wide performance accountability system (Ed Code, 47601) using school-created six-week benchmark assessments based on the California standards and blueprints for each academic subject
- Classroom assessments to measure achievement and confidence in the subject area
- Student journals
- An annual school-wide writing assessment on the STAR writing test for 4th and 7th graders;
- CELDT to measure progress for ELL students;
- Annual portfolios of student-selected work, reflections, and goals;
- School-created student questionnaires regarding attitudes, goals, and interests;
- DISTAR generated assessments.
- Presentation and project rubrics created by teachers to measure success on student presentations and group and individual projects;
- School-maintained records of attendance and suspension

#### **D. USE AND REPORTING OF DATA**

Innovations Academy uses a computer based Student Information System (SIS) to track and maintain student data. To accommodate the District's needs Innovations Academy will use Zangle for data reporting to the District. Innovations Academy engages in periodic self-evaluation through third party review as required by the California Charter Schools Association. The School collects and analyzes data on student achievement on a regular basis and provides student achievement data to staff, parents and guardians, and the District in the following manner:

- School leadership, in collaboration with the teaching staff, will annually review the primary measures of school performance—the STAR results— in order to identify strengths and weaknesses at the school and departmental levels and set new performance targets at both the school and departmental levels.
- Performance data is processed and provided to staff in a graphic or tabular format that is easily understood.

- Staff receives data on student achievement during staff meetings and uses this data to help monitor and improve the School's education program. A data plan will be developed with an annual timeline for gathering and analyzing various student achievement data including STAR results, classroom evaluations, the annual writing assessment for 4th and 7th graders, portfolios, and student questionnaires. The timeline will identify staff meetings in which teachers reflect on and discuss student achievement data, determine what modifications to instruction are necessary, and what new goals to set for student achievement. Additionally, the review of the performance of at-risk and low achieving students will be ongoing throughout the year. Using this data, a Student Success Team (SST) may be convened to provide support to these students by creating an assistance plan.
- Parents and guardians receive data on student achievement when they meet with their child's teacher at an annual parent conference and in writing every 3 months. Parents will receive reports on STAR testing by mail. The School Accountability Report Card (SARC) will be published annually prior to the April deadline.
- The District receives data on student achievement through School reports and/or presentations to the District's Board of Education. These reports and/or presentations occur at least twice during the School's initial five-year charter period and include formative and summative data to demonstrate that the School is meeting state performance standards.

## **VIII. GOVERNANCE AND CORPORATE STRUCTURE (Element 4)**

The governance structure of Innovations Academy will be organized to meet the educational needs of all students, especially the target student populations. Each level will have as its purpose the supporting and advancing of the mission, vision, and stated goals of the charter.

### **A. LEGAL STATUS**

Innovations Academy shall be a California nonprofit public benefit corporation. It is a stand-alone corporation and not a subsidiary of the District. As outlined in Education Code section 47604(c): the authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the Charter School. Innovations Academy is in the process of obtaining a 501c3 number. As such, the School will make provisions for the liabilities, debts and financial obligations of the School and will indemnify, defend, and hold harmless the District for damages resulting from the acts of the School.

Consistent with the statutory intent of Education Code section 47604 (c), the San Diego

Unified School District shall not be liable for the debts or obligations of Innovations Academy Charter High School. The School shall indemnify, defend, save, and hold the District, the Board, the Superintendent, employees, officers, directors, subcontractors, agents and authorized volunteers (collective "employees") harmless against any and all claims, demands, suits, costs, judgment or other forms of liability to third parties, actual or claimed, or whatsoever kind or character, including attorneys' fees, brought against the School or School employees for injury to property or persons, occurring or allegedly occurring in, on or about the school from conduct committed by the School or by its employees, officers, directors, subcontractors, agents. The District will not be liable for any actions taken by the School. Innovations Academy will purchase and maintain, as necessary, general liability, automotive liability, errors and omissions, property, workers compensation and unemployment insurance policies, either as part of the District's insurance programs or its own insurance program. If the charter school purchases its own insurance, it shall be equivalent to the District's program with respect to limits and coverage. The School will develop, implement, and ensure compliance with health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts. Administration shall maintain comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the District. Details of this policy will be outlined in a Memorandum of Understanding ("MOU") between the School and the District and a copy of this policy will be available to the District upon request. Education Code Section 47604 (c) provides that "an authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school". As an independent corporate entity, the petitioners anticipate that the civil liability effects of the operations of the School on the District will be minimal. The governance team shall be properly indemnified and the school intends to secure, as noted in the charter, appropriate insurance coverage to protect the school's assets, staff, etc.

Innovations Academy further identifies its commitment to hold the District harmless from financial obligation in the event of an unbalanced budget, assuming that legislatively guaranteed income sources arrive, per the law, for the School in conformance with the budget. We look forward to establishing appropriate Memoranda of Understanding with the District subsequent to charter approval to legally establish the specifics of our mutual relationship.

Innovations Academy will act as its own fiscal agent to the fullest extent of the law. The School shall implement the provisions of Charter School Legislation and the State Department of Education directives regarding charter schools.

## **B. CONFLICT OF INTEREST**

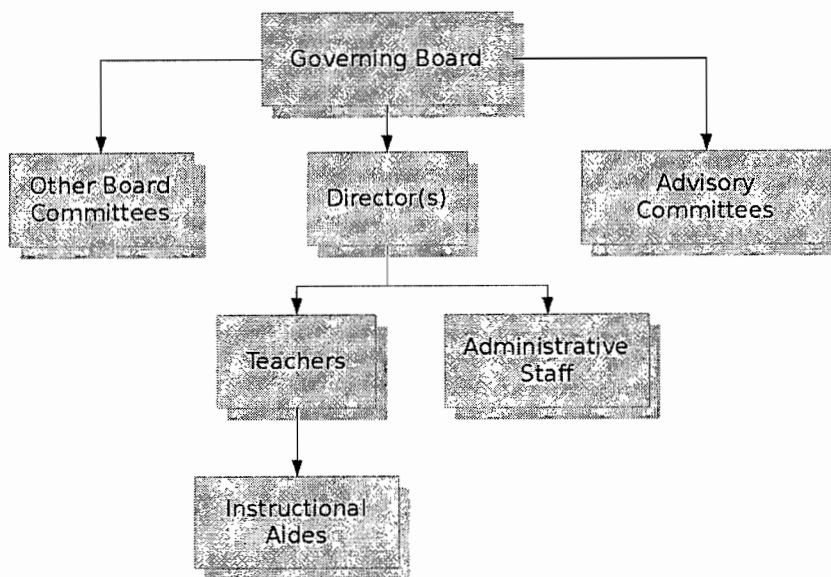
A Conflict of Interest policy has been developed by Innovations Academy that complies with nonprofit corporation law, which shall apply to all board members and employees. Board members shall reveal all conflicts of interest as they arise in the course of school

business and shall not participate in a vote on any matter(s) where such a conflict exists. Annual disclosure statements shall be required. (Refer to Appendix E for Conflict of Interest policy.)

## C. BOARD AND GOVERNANCE ORGANIZATION

Parent and community involvement in the governance of Innovations Academy is assured by virtue of their participation in the Board of Directors and School Advisory Committees. Innovations Academy will be governed pursuant to the bylaws adopted by the Board of Directors and as subsequently amended pursuant to the amendment process specified in the bylaws. Refer to Appendix F for Bylaws.

Organizational Chart:



Other Board Committees such as faculty review, curriculum development, fundraising, etc.

Advisory Committees such as finance, facilities, business development, etc.

### Board of Directors

The Board of Directors of Innovations Academy shall be the School's Governing Board and will include approximately three (3) to seventeen (17) voting board members. The Board of Directors will be selected to represent the community-at-

large, higher education, the business community, education, and families. One seat on the Board will be reserved for parents of students currently attending Innovations Academy. Board members will have a term of three years. A nominating committee, composed of parents, teachers, and administration, will be created to select new board members. All new members will be selected with a track record of success in their particular sectors and a commitment to the vision of the school. Recommendations by the nominating committee will be voted on by the Board. Refer to Appendices for the list of our five Founding Board Members.

## **Board Meetings**

All meetings of the Innovations Academy Board of Directors shall comply with the Ralph M. Brown Act and shall take place at least quarterly, and shall be held at a location within San Diego Unified School District jurisdictional boundary. Notices, agendas, and minutes of meetings will be recorded and retained in the Innovations Academy files. These records will be accessible for public and District review upon request.

## **Board Delegation of Duties and Director Responsibilities**

The first duty and responsibility of the Innovations Academy Board is to promote and uphold the mission and vision of Innovations Academy.

The Innovations Academy Board of Trustees shall exercise final authority on all matters concerning Innovations Academy. The Innovations Academy Board of Trustees' major roles and responsibilities will include approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, overseeing the school's fiscal and legal affairs, hiring and evaluating the Director, and ensuring the long-term viability of the School.

The Innovations Academy Director will have the authority and responsibility of managing the day-to-day operations of the School including the selection of administrative, certificated, and classified personnel. The Director shall be responsible for insuring that all funds generated by the School are expended to support the purposes and operations of the Charter, and shall, in every case, be invoiced and/or receipted according to Generally Accepted Accounting Principles (GAAP). The Director will report to the Board and attend Board meetings.

## **Board Training**

- Individual board members attend leadership workshops and coach the board on best

practices

- The board is actively seeking to add board members who will broaden the expertise of the board: law, real estate, ethnic view points, fundraising, etc.
- A Board member representative will attend the California Charter Schools Association Conferences
- Board members receive training in the Brown Act yearly
- Board members receive training in educating the target student populations
- Board references legal counsel for guidelines yearly
- Board will establish committees to provide informational support.
- Board will receive regular budget and student performance reports from the director(s)
- Board will create a full set of policies to guide school personnel at the beginning of each school year.

### **Board Advisory Committees**

The Innovations Academy Board shall establish a minimum of two School Advisory Committees and more if needed: Possibly staff, parent, student, and community advisory committees among others. The Advisory Committees will provide advice and input to the Board on general school issues, fundraisers, and other School interests and activities, and suggest policy to the board.

## **IX. MEMORANDUM OF UNDERSTANDING**

The details of the working relationship between the District and the School will be delineated in a Memorandum Of Understanding (MOU). The School shall retain the right to separately purchase administrative or other services from the District or any other service. Any administrative services to be purchased from the District shall be mutually agreed upon and outlined in a separate Memorandum of Understanding.

This statement is intended to fulfill the terms of Education Code 47605 (g) and provides information regarding the proposed operation and potential effects of the School on the District.

### **ADMINISTRATIVE SERVICES**

Where possible, and at a mutually agreed upon fee structure, the school does anticipate purchasing services from the District. Such services may include personnel review for credential and criminal clearance purposes, police services, food services or other services that shall be available to non-profit schools. The specific terms and costs for these services, and any others that the District may wish to offer, shall be the subject of an annual Memorandum of Understanding. Petitioner understands that current law mandates that the District provide oversight and performance monitoring services, including monitoring school and student performance data, financial statements and



audit reports, enrollment verification, performing annual site visits, engaging in the Dispute Resolution Process, and considering charter amendment and renewal requests. In consideration of these oversight obligations, petitioner has identified a percentage in the budget that has been identified at law (Education Code section 47613) to compensate for such oversight services.

## **X. HUMAN RESOURCES**

### **A. EMPLOYEE QUALIFICATIONS (Element 5)**

The School will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities through advertisements on reputable career boards and referrals. The School believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. The School will conduct background checks on employee candidates to provide for the health and safety of the School's faculty, staff, and pupils and the academic success of the pupils. All staff will be required to have TB testing clearance.

Employees will meet specific qualifications for employment as outlined in their job descriptions. Teachers at the School will meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in the Charter Schools Act and will satisfy the requirements for "highly qualified teachers" under the No Child Left Behind Act. As provided in the Charter Schools Act, the School may choose not to require credentials for teachers in non-core and enrichment courses. The educational and skill level qualifications and job descriptions of teachers to be employed in the School shall meet the educational goals as outlined by this charter petition. The director will check all credentials prior to hiring any certificated personnel. The director will annually check credentials and/or transcripts to ensure that they meet the requirements for "highly qualified teachers" under the No Child Left Behind Act for each course for which a teacher assigned.

Non-core teaching staff will need to provide a resume of solid experience in their subject area and of successful work with K-8 students. Such claims will be verified by letters of reference and/or phone calls to references by the director.

The School's key staff members will meet the following qualifications:

#### **Director Qualifications**

The School's Director will be the instructional leader at the School and will be responsible for promoting the vision of the charter and helping the School and students achieve the outcomes outlined in this charter petition.

The qualifications of the Director include, but are not limited to, the following:

- Superb communication and community-building skills
- Deep knowledge of curriculum development and program design
- Entrepreneurial passion in carrying out the school's vision.
- The ability to build a professional learning community and the willingness to seek continuous improvement in student learning.
- An understanding of budget development and tracking.
- Sufficient understanding of charter school operations to monitor all "back office" operations.
- Sufficient understanding of charter school regulations to advise the governing board.
- The ability to use assessment data in analyzing school performance.
- The Director will have a minimum of two years of teaching experience.
- The ability to advise, support, and inspire teachers, staff, students and parents
- Promoting a noncompetitive environment.
- Create the opportunity for staff to express ideas.

## **Teacher Qualifications**

Teacher qualifications include, but are not limited to, the following:

- Must hold a California Multiple-Subject Credential for the position applied for
- All teachers will be CLAD certified
- Must support the vision and educational program of the charter
- Must demonstrate the ability to work with the target populations
- Must be committed to student success and willing to take responsibility for student learning
- Must have an understanding of, and willingness to implement, standards-based instruction
- Must be reflective in their practice and willing to adapt instruction to the needs of the students using assessment data
- Must be willing to work as a team member of a learning community
- Must be willing to support the school culture as defined by our Social Emotional curriculum.
- Must be willing to attend all mandatory professional development training

## **Office Manager Qualifications**

The School's Office Manager will be responsible for overall front office activities, will report to the Director, and will work with students, parents, and outside parties. The Office Manager will have the following qualifications:

Office manager qualifications include, but are not limited to, the following:

- Strong organizational, time management, and multi-tasking skills

- Strong interpersonal and communication skills
- Willingness to support the goals of the charter
- Ability to work independently as well as with a team
- Fluency in Spanish is highly desirable
- A.A. degree or equivalent work experience
- 3 plus years experience in a fast-paced administrative support position
- Experience in school front office preferable
- Proficiency with technology and software applications
- Ability to maintain accurate records on school databases

## **Instructional Aide Qualifications**

Instructional aide qualifications include, but are not limited to, the following:

- Completed at least two years of study at an institution of higher education, or obtained an associate's (or higher) degree, or pass the Classroom Assistant Proficiency Exam -- knowledge of, and the ability to assist in instructing reading, writing, and mathematics (or readiness in those subject areas). The California State Board of Education has determined that, for purposes of these requirements, "two years of study" is defined as 48 semester units; that the type of coursework for completion of those units is determined locally; and that the development or selection of an assessment also is a local decision.
- Ability to do community college level work in English language arts
- Proficient in the use of technology.
- Ability to work independently (without continuous direction) as well as with the educational team
- Have a track record of dependability
- Have a strong connection to the vision of the school
- Fluency in Spanish is highly desirable

Each local educational agency shall also ensure that all paraprofessionals working in programs supported with Title I, Part A funds, regardless of their hiring date, have earned a secondary school diploma or its recognized equivalent.

## **B. COMPENSATION AND BENEFITS (Element 11)**

All certificated staff members will participate in the State Teachers Retirement System (STRS) or Public Employees Retirement System (PERS) to the extent allowed by law. They shall retain all previous vested rights in STRS. This will include the Director, if certificated, and teachers. The Director will insure compliance with this provision.

All classified staff will participate in the federal social security program. The office manager and the Director, if classified, will also participate in the Public Employees

Retirement System (PERS). The Board of Trustees of the School may decide to include other classified employees including instructional aides, clerical aides, and security personnel in PERS or develop an alternative pension plan such as a 401k. All employees selected for PERS shall retain all previous vested rights. The Director will insure compliance with this provision.

The salary schedule for certificated personnel will be set up to attract highly qualified teachers, by providing salaries that are higher, at the entry level, than the majority of county districts including SDUSD (see Appendix), with guaranteed step increases during the first five years. Thereafter, the base pay will increase on multiyear increments (for example, every five years). A matrix of incentive pay will be added to the base pay that will increase as teachers gain more experience thereby providing the possibility of a steadily rising salary in order to retain highly qualified staff.

All full time staff will be eligible to receive a package of health and welfare benefits that are comparable to what other high performing charter schools receive.

### **C. EMPLOYEE REPRESENTATION (Element 15)**

Innovations Academy shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act ("EERA"). The charter school recognizes the employees' rights under the EERA provisions to organize for collective bargaining. The Director is responsible for compliance.

### **D. EMPLOYEE RIGHTS (Element 13)**

Any district employee who obtains employment with Innovations Academy will have the right of return to employment in the district as per district policy and the collective bargaining agreement. District employees will have no special rights to work in the charter school. Applications for employment by District employees will be evaluated on a similar basis as all other applicants.

### **E. HEALTH AND SAFETY (Element 6)**

In order to provide safety for all students and staff, the Charter School has full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts.

#### Procedures for Campus Visitors

No outsider shall enter or remain on schools grounds during school hours without having registered with the principals or designee, except to precede expeditiously to the office of the principal or designee for the purpose of registering. If signs posted in accordance with Section 627.6 restrict the entrance or route that outsiders may use to reach the office of the principal or designee, an outsider shall comply with such signs. (Penal Code, sec. 627).

### Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and finish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Director of the school shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee and will have TB clearance. All volunteers will be supervised by a staff member.

### Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

### TB Testing

Faculty, staff and volunteers will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

### Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

### Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

### Vision, Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis by a nurse contracted by the School. The Charter School will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

### Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility used prior as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

### Blood borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

### Drug Free/Alcohol Free/Smoke Free Environment

The Charter School shall function as a drug, alcohol and tobacco free workplace.

### Facility Safety

The Charter School shall comply with Education Code Section 47610.5 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills monthly and in conjunction with the District (if at District facilities).

### Comprehensive Sexual Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to

student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School sexual harassment policy, a draft of which is in the appendices.

## **F. DISPUTE RESOLUTION (Element 14)**

The School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and District agree to first frame the issue in written format ("dispute statement") and refer the issue to the Superintendent and Director of the Charter School. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607.

The Innovations Academy Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Director of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent and the Director shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Director. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and Innovations Academy. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement of the District and Innovations Academy.

If the governing board of the District believes it has cause to revoke this charter, the board agrees to notify Innovations Academy governing board in writing, noting the specific reasons for which the charter may be revoked, and grant the Charter School reasonable time to respond to the notice and take appropriate corrective action.

The San Diego Unified School District may inspect or observe any part of the School at any time, but shall provide reasonable notice to the Director of Innovations Academy prior to any observation or inspection.

Innovations Academy may request from the District governing board a renewal or amendment of the charter at any time prior to expiration. Renewal requests should be presented by the Charter School no later than 120 days prior to the expiration of the charter. The District governing board agrees to hear and render a renewal decision pursuant to the processes as specified in the Education Code.

Should the District believe prompt action is required because of risk to student or employee safety, this procedure may be expedited to an immediate meeting between the District and the Charter School Director at which time the Charter School Director will satisfy the District as to the implementation of the necessary safety procedures.

## **G. STAFF RECRUITING AND PROFESSIONAL DEVELOPMENT**

Regarding staff recruitment, Schwartz (2000) recommends “a strong principal and director, and competent teachers who all believe in students' ability to learn and are committed to removing educational inequities related to sex, race, ethnic background, and disability,” and that “staff members should be recruited from target populations so they can serve as role models, and they should introduce students to other role models of both sexes with backgrounds similar to theirs.”

Innovations Academy provides excellent salaries and benefits to attract highly qualified teachers. Innovations Academy makes intensive efforts to recruit qualified teachers from charter school employment fairs, the teaching programs at local universities, charter organizations, Peace Corps, Teach for America, and through the use of Ed-Join, an Internet based job posting.

Teacher quality is a major emphasis at Innovations Academy. All teachers are highly qualified as specified in the No Child Left Behind Act (single subject credential in their teaching area). Strong content knowledge, familiarity with the target populations, innovative and create thinkers, and willingness to support the goals of the charter are underscored in the hiring process. Our staff includes principal/staff director(s), one primary teacher per twenty students, and an administrative assistant.

On-going professional development has been shown to improve student learning. This will include:

- DISTAR Training
- Project Based Service Learning
- Service Learning
- Social Emotional Curriculum (8 to Great, Non-violent communication)
- Governance training
- Charter School development
- Neurocognitive Educational Curriculum



# **XI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/ EXPULSION POLICIES**

## **A. STUDENT ADMISSION POLICIES AND PROCEDURES (Element 8)**

The Innovations Academy admissions process will be designed to reach out to all families to enable the school to have a diverse student body. All students will be admitted, space permitting, and not determined according to the place of residence of the pupil or of his or her parent or guardian. The School will be non-sectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition or discriminate against any student based on ethnicity, national origin, gender, disability or any other reason disallowed by law.

Prior to enrollment, families will be informed of our admissions process for the lottery, parents are encouraged to attend an information session which will be held a minimum of three different days and times to accommodate schedules during enrollment months

### Lottery Guidelines:

1. District residency.
2. Innovations Academy may give admission preference to children of employees and founding members that will not exceed 10% of the student body.
3. Preference may be given to siblings of admitted students and to the target student population.
4. Innovations Academy will be open to all students including those with special education needs. The School will support the administration of special education services at the school site by the San Diego Unified School District and participate in the search child/find efforts of the SELPA.
5. Innovations Academy will not discriminate against any student.
6. Should Innovations Academy receive a number of applications from potential students exceeding the number of spaces available within the school, the school will conduct a random public lottery complying with all applicable Federal and State laws, designed to establish a diverse student population, using the following rules and procedures, which will be communicated to all interested parties at least 30 days prior to holding the lottery:
  1. The school will enlist the services of an outside agency or auditor to monitor and verify the fair execution of all activities related to holding the lottery.

2. The lottery will take place within 30 days of closing the open enrollment period, which will be at least 90 days long.
7. The lottery will take place on the school's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties.
8. The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so.
9. All interested parties will know, prior to the holding of the lottery, how many openings are available in the school and in the different grades served by the school.
10. All others in District.
11. The lottery shall draw names from pools of ballots differentiated by grade level.
12. Beginning with the lowest grade, the ballots shall be drawn by a representative of the outside agency or organization confirming the results of the lottery.
13. The drawing shall continue until all names for that grade level are drawn.
14. Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise.
15. Potential students on the waiting list shall provide contact information to be used in the event space becomes available. Families promoted off of the waiting list shall be informed in writing and shall have seven (7) days from the date of postage to respond. In addition, the school shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not responding within the 7-day period will forfeit their right to enroll their student in the school for that school year.
16. The outside organization or agency verifying the fair execution of the lottery shall confirm in writing the lottery was conducted fairly, and the school shall keep on record copies of that confirmation.

## **B. NON-DISCRIMINATION (Element 7)**

Innovations Academy will strive to achieve a racial balance reflective of the District and the local community. All enrollment and lottery systems will be of a non-discriminatory nature.

Means to Achieve Racial/Ethnic Balance

Innovations Academy will make the following measurable recruitment efforts and outreach programs during the first year prior to opening. The recruitment and outreach efforts shall include:

- a. Innovations Academy will have community outreach through recreation centers and local community resources made and posted in adjacent communities having diverse populations.
  - b. Innovations Academy will advertise in the print and non-print media during the open enrollment periods, depending on availability of funds: La Prensa Newspaper, Union Tribune, Radio Latina, San Diego Family Magazine, Public Libraries, Neighborhood Community Centers, among others.
  - d. Innovations Academy will provide informational materials to the community and surrounding communities in both Spanish and English.
2. Innovations Academy will have an initial open enrollment period for the first year of at least 90 days.
  3. Innovations Academy will maintain an accurate accounting of ethnic and racial balance of students enrolled in the school.
  4. Innovations Academy will engage in ongoing recruitment and outreach efforts annually which are comparable with the first year of the charter and will furnish the District annual documentation of ongoing recruitment and outreach efforts.

### **C. ATTENDANCE ALTERNATIVES (Element 12)**

No student may be required to attend Innovations Academy. Students who reside within the District who choose not to attend Innovations Academy may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in Innovations Academy will be informed on admissions forms that the students have no right to admission in a particular school of an local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.

### **D. SUSPENSION/EXPULSION PROCEDURES (Element 10)**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Innovations Academy. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Innovations Academy's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Innovations Academy staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Innovations Academy Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Innovations Academy administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Innovations Academy has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Innovations Academy will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Innovations Academy has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. Within ten (10) school days, the school will assemble an IEP team to make a manifestation determination as to whether the disciplinary behavior was the result of the student's disability. Should the student remain on suspension for an extended period, the school would work with the district to provide an interim alternative educational setting. Innovations Academy shall notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant the District approval rights prior to the expulsion of any such student as well.

#### 1. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at Innovations Academy or at any other school or a Innovations Academy sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

## 2. Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director/Principal or designee's concurrence.
- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l. Knowingly received stolen school property or private property.

m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q. Engaged in or attempted to engage in hazing of another.

r. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.

s. Made terrorist threats against school officials and/or school property.

t. Committed sexual harassment.

u. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

v. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Whether a student is given suspension or expulsion will be determined by prior record, intent and severity and determined by one of the directors. A Directors recommendation for expulsion will be taken to the Board for approval prior to the expulsion being levied.

### 3. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

#### a. Who May Suspend

Only the Director (Principal) or the Director's designee may suspend a student.

#### b. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

#### c. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

#### d. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

#### 4. Authority to Expel

A student may be expelled either by the Innovations Academy Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

#### 5. Expulsion Procedures

Only the Director (Principal) or the Director's designee may recommend expulsion of a student or refer a student for an expulsion hearing. Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- a. The date and place of the expulsion hearing;
- b. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- c. A copy of the School's disciplinary rules which relate to the alleged violation;



- d. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- e. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- f. The right to inspect and obtain copies of all documents to be used at the hearing;
- g. The opportunity to confront and question all witnesses who testify at the hearing;
- h. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

#### 6. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Innovations Academy may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- a. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- b. Innovations Academy must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- c. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- d. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- e. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

f. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

g. If one or both of the support persons is also a witness, Innovations Academy must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

h. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

i. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

j. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

## 7. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

## 8. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be made based on findings of facts in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be based on the written findings of facts and shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Independent study is an alternative to classroom instruction. Students who are excluded from class-room instruction in a school district—who have been suspended or expelled—are thereby excluded from independent study as well. No ADA credit may be claimed for either classroom attendance or independent study by suspended/expelled students during the duration of their suspensions/expulsions. Students whose expulsions are being held in abeyance pursuant to Education Code Section 48917 and who have been referred to specified settings in lieu of expulsion, pursuant to that section may generate ADA credit through independent study only if they are also given at least one classroom instruction option.

## 9. Written Notice to Expel

The Director or designee following a decision of the Innovations Academy Charter High School Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- a. Notice of the specific offense committed by the student
- b. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Director or designee shall send a copy of the written notice of the decision to expel to the District.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, Innovations Academy shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

#### 10. Disciplinary Records

Innovations Academy shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the District upon request.

#### 11. No Right to Appeal

The pupil shall have no right of appeal from expulsion from Innovations Academy as the Charter School Board's decision to expel shall be final.

#### 12. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

#### 13. Rehabilitation Plans

Students who are expelled from Innovations Academy shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one

year from the date of expulsion when the pupil may reapply to the School for readmission.

#### 14. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Innovations Academy Board following a meeting with the Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Innovations Academy Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Innovations Academy's capacity at the time the student seeks readmission.

## **XII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY**

The Innovations Academy relies on State and Federal funding sources to support the basic program, instruction and curriculum. As a hybrid model, Innovations Academy recognizes that we will be going through the SB740 process. Additionally, grant money is used to enhance learning opportunities and provide extra activities and events. Innovations Academy teachers may participate on a Teacher Leadership Team to be trained in the financial planning, reporting and accountability necessary for charter school management.

(See Appendix G for information on the SB740 Process)

### **A. BUDGETS**

The budgets reflect an initial proposal. Budget proposals will be updated in March and June with a final budget adopted in September. (Refer to Appendix G for Budget.)

### **B. FINANCIAL REPORTING**

Innovations Academy plans to use ExED as the accounting system. All transactions such as incoming revenues, purchases, bill payments, payroll and benefits, reimbursements, and transfers will be entered into the accounting system using SACS numbers to organize the reporting. The September 15 final un-audited report for the previous fiscal year will be prepared by the selected back-office agency from FIS or similar accounting

system. The final decision will be made prior to opening the school. (Please see Appendix D)

Innovations Academy will adhere to the district's reporting requirements.

1. Innovations Academy will provide the following reports as required by law:
  - a. CBEDS (California Basic Educational Data System).
  - b. ADA (Average Daily Attendance) reports J18/19.
  - c. SARC (School Accountability Report Card – charter schools may use their own formats).
  - d. Copies of annual, independent financial audits employing generally accepted accounting principles shall be presented to the district utilizing the district's "Charter School Audit Guidelines" no later than December 15 following the close of the school year. The charter school audited financial statements should include reconciliation to the district J210 financial report for the charter school's fund.

The district shall use any financial information it obtains from the charter school, including, but not limited to the reports required by this section, to assess the fiscal condition of the charter school pursuant to subdivision (d) of Section 47604.32.

2. Innovations Academy will provide the following data and reports as required by the district:
  - a. If placed on the "Financial Watch List", monthly statements of accounts;
  - b. Test results for all state mandated assessments, which are:
    - i. STAR (Standardized Testing and Reporting).
    - ii. CELDT (California English Language Development Test).
    - iii. SABE/2 (Spanish Assessment of Basic Education).

Changes in reporting requirements may be incorporated by reference into the school's charter when the school and district update their MOU.

## **C. INSURANCE**

Innovations Academy will purchase general liability, workers compensation, and other necessary insurance to levels normally funded by schools and organizations of similar size.

Innovations Academy purchases and maintains, as necessary, general liability, automotive liability, errors and omissions, property, workers compensation and unemployment insurance policies, either as part of the District's insurance programs or its own insurance program. If the charter school purchases its own insurance, it shall be equivalent to the District's program with respect to limits and coverage. Innovations Academy will develop, implement, and ensure compliance with health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts. Administration maintains a comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of

similar type and size, to protect both itself and the District. Details of this policy will be outlined in a Memorandum of Understanding ("MOU") between Innovations Academy and the District and a copy of this policy will be available to the District upon request.

## **D. ADMINISTRATIVE SERVICES**

Innovations Academy plans to employ the services of ExED, to provide business services.

Director and/or the Board of Trustees. Inventory, capital inventory accounts, attendance accounting, and budget development will be carried out at the school site. Payroll, retirement, employee benefits, purchasing, accounting, accounts payable and receivable, including the management of grant, categorical, and private donation funds, credential and background checks, and attendance reports (P-1, P-2, and Final) will be outsourced.

All financial transactions, except certain vendor credit cards held by the school (such as Home Depot or Smart & Final) will be handled off-site by the selected business office provider using normally accepted controls. Credit card use will be overseen by the Director and those accounts will be maintained and paid through the business office provider. The Director, or his/her designee, will sign off on all requisitions, reimbursements, and time sheets. The Director is the liaison for ExEd. No checks will be issued at the school site.

No cash, except for a small amount of petty cash to facilitate change, food service needs, or fund raising, will be kept by the school. Such petty cash, cash for food services, and money coming in from fund-raisers will be kept temporarily in the school safe and promptly deposited.

## **E. FACILITIES**

Innovations Academy will be located in the San Diego Unified School District. The School's facilities will comply with state building codes, federal American Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file records documenting such compliance which are available for inspection.

Innovations Academy expects to need approximately 8,000 - 10,000 square feet of usable space for its 180 students the first year. The school is working with a local real estate broker and is currently in negotiations. The buildings which Innovations Academy have viewed, have adequate parking and off-street entrances for safe student drop-off. The space in these buildings will accommodate Innovations Academy.

The Kroc Center, located at 6753 University Ave, San Diego, CA 92115 has written a proposal for Innovations Academy to use its educational facility building. The Kroc

center offers Innovations Academy the opportunity to work with a community center. (please see Appendix D for their proposal)

The leases we have looked into range from \$1.50 - \$2.50 per square foot. The five year projected budget supports this and incorporates a plan to provide for more space in the 3rd year. Facilities percentage of the annual operating budget: 16.5%, the first year, a lower percentage following years (refer to Appendix A for Budget).

Innovations Academy has looked at the following sites (see Appendix D):

- 211 Maple Street, San Diego, CA
- 123 Camino dela Riena, San Diego, 92108
- 7880 Golfcrest, San Diego, CA
- 515 Hawthorn Street - Balboa City School (was a private school site)
- The Kroc Center on University Ave

## **F. TRANSPORTATION**

Transportation will not be provided by Innovations Academy. Students beyond walking distance will be encouraged to use public transportation. The school may contract with public transit system for reduced fair bus passes for students and may provide passes to free and reduced qualified students who do not live within walking distance to school.

## **G. AUDITS (Element 9)**

An annual fiscal audit of Innovations Academy, required under the Charter Schools Act, will be conducted by an auditor with experience in education finance and will use generally accepted accounting principles. The audit will be supervised by the Director. Innovations Academy will share the results with the District's Administrative Director of Business Services or designated staff and any other entities (such as the State Board of Education, the California Department of Education, the County Office of Education, or any other agency as the State Board of Education may direct) as required by law. All exceptions and deficiencies and their remedies will be resolved to the District's standard. The Board of the School will resolve audit exceptions and deficiencies in a timely fashion and follow the dispute resolution process if exceptions and deficiencies cannot be resolved.

Every three years the school will hire an independent firm to audit the operational and educational performance of the school. The findings of this audit will be shared with the Innovations Academy Board of Trustees as well as the District's Charter School Office.

Innovations Academy will receive funding pursuant to provisions of the California Education Code and will opt to receive its funding directly from the state. Any funds due to the school that flow through the District shall be forwarded to the School in a timely fashion. During the term of this charter petition, the School and the District will



negotiate in good faith to develop a Memorandum of Understanding that establishes the specific financial and service relationship between the two parties.

The District shall provide and/or perform the supervisory oversight tasks and duties specified and/or necessary for the implementation of this charter for a fee not exceed one percent of the average daily attendance funds provided to Innovations Academy, or not to exceed three percent, if the School uses District facilities, pursuant to the terms of the Charter School Act.

The District agrees to allow Innovations Academy to separately purchase administrative or other goods or services from the District or other vendors. The specific terms and cost of administrative or other goods or services purchased from the District shall be contained in the Memorandum of Understanding. To the extent required by law, Innovations Academy agrees to cooperate with the District in order to facilitate compliance with the Public Records Act (Government Code Section 6250, et al.) and the Brown Act (Government Code Section 54950, et al.)

Innovations Academy shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from the District, the County Office of Education ("COE"), and/or from the Superintendent of Public Instruction and shall consult with the District, COE, and/or the Superintendent of Public Instruction regarding any inquiries. The School will provide the District with present and future line item budgets for the School as required by the District and will meet all other financial reporting requirements as outlined in the Memorandum of Understanding including the following financial reporting requirements:

- i. on or before July 1, a preliminary budget. For a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of Section 47605 satisfies this requirement.
- ii. on or before December 15, an interim financial report. This report shall reflect changes through October 31.
- iii. on or before March 15, a second interim financial report. This report shall reflect changes through January 31.
- iv. On or before September 15, a final un-audited report for the full prior year.

Innovations Academy shall permit the District to inspect and receive copies of all records relating to the operation of the charter school, including financial, personnel and pupil records unless disclosure to the District of such records is prohibited by law; the charter school shall promptly comply with all such reasonable request; and the records of the charter school are public records under the Public Records Act (Gov. Code section 6250 et seq.)

Innovations Academy shall comply with all laws establishing minimum age for public school attendance.

Innovations Academy shall maintain written contemporaneous records that document all pupil attendance and will make these records available for audit and inspection. (Ed Code Sec. 47612.5(a)(2))

Innovations Academy will be a site-based school by SB740 standards but when independent study is provided, Innovations Academy will comply with all state laws relating to independent study as set forth in Education Code § 47612.5. Innovations Academy offers, at a minimum, the same number of minutes of instruction set forth in the Education Code section 46201(a)(3) and 47612.5(a)(1).

## **H. CLOSURE PROTOCOL (Element 16)**

The following procedures shall apply in the event Innovations Academy closes. The following procedures apply regardless of the reason for closure.

Closure of Innovations Academy will be documented by official action of the Board. The action will identify the reason for closure. The Charter School Board will promptly notify the District of the closure and of the effective date of the closure.

The Innovations Academy Board will ensure notification to the parents and students of the School of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

As applicable, Innovations Academy will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. Innovations Academy will ask the District to store original records of Charter School students. All records of the School shall be transferred to the District upon School closure.

As soon as reasonably practical, Innovations Academy will prepare final financial records. The School will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion.

On closure of Innovations Academy, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of the School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation to another public educational entity. State and Federal funding will be returned to their original sources if

required by law. On closure, the School shall remain solely responsible for all liabilities arising from the operation of the School.

As Innovations Academy is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

### **XIII. IMPACT ON THE CHARTER AUTHORIZER**

Innovations Academy will have negligible financial impact and most likely contribute positively to the San Diego Unified School District because:

Innovations Academy will be drawing its student population from independent study or students who are not currently enrolled in the district because they are homeschooled (filing a R-4 form with the County), independent study charters with other districts (Eagles Peak, Dehesa Charter School, etc.), or they are in private schools which do not contribute to the San Diego Unified School District.

Innovations Academy has a highly qualified and varied founding team which will lead to the success of the school.

Innovations Academy is a participant in the California Charter School Association's Charter Launch program to ensure the creation of a high quality charter school.

Innovations Academy is a non-profit corporation.

Innovations Academy will carry the appropriate insurance including liability, errors and omissions.

Innovations Academy recognizes the need for at least a District annual school visit and the designation of a District employee as liaison.

Innovations Academy will initially not request Proposition 39 facilities. But we do reserve the right to apply for Proposition 39 facilities in the future.

To Summarize the Impact on Charter Authorizer:

Innovations Academy is being started by professionals with many years experience and will not require services from the District other than those paid for by the school.

Innovations Academy will be a small school.

Innovations Academy is not requesting a school site at first but reserves the right to do so in the future.

Innovations Academy will provide a needed choice for students and families who want a flexible scheduling option and small class sizes.

Innovations Academy will matriculate students who are not currently enrolled in district schools.

## **XIV. Appendix**

## Appendix A: Founding Group, Letters of Recommendation, & Signatures

### ■ Founding Group:

DANIELLE STRACHMAN

Danielle@HeightenedLearning.com ~ 3804 La Jolla Village Drive ~ La Jolla, CA 92037 ~ 858.337.1977

Objective: To engage in opportunities that will further my knowledge and experience in the field of education and psychology.

#### Experience

2007-Present Innovations Academy San Diego, CA  
*Founder*

- At Innovations Academy our mission is to inspire our students to powerfully create the lives that they want for themselves, through freedom, self-expression, and empowerment.
- Create a high quality charter school
- Grant and petition writing
- Curriculum Design
- Maintain the InnovationsAcademy.com website.

2003-Present Heightened Learning San Diego, CA  
*Educational Entrepreneur*

- Enhance children's educational experiences through the use of brain based learning techniques.
- Tutor children in specific areas that need strengthening.
- Engage in activities that build self-esteem.
- Mentor gifted children who struggle with motivational issues.
- Design lessons and enrichment projects.
- Maintain the HeightenedLearning.com website.
- Publish articles at HeightenedLearning.blogspot.com

2001-2003 Beth Israel Deaconess Medical Center Boston, MA  
*Research Assistant and Psychometrist for Dr. Margaret O'Connor*

- Gathered studies for literature reviews.
- Studied patients' memory functioning.
- Worked with adolescents and adults in a clinical setting.
- Used therapeutic techniques to make patients feel comfortable and at ease in a testing environment.
- Administered and scored neurological assessment tests.

1999-2003 Susan Senator Brookline, MA  
*Tutor and Respite Care Provider*

- Taught an 11-year-old autistic child three days a week.

- Designed custom lesson plans.
- Created unique worksheets for mathematics, reading, and writing.
- Engaged in social skills training.
- Provide childcare for the family.

1999 Summer Susan Whalen

Needham, MA

*Tutor*

- Taught an 11-year-old with special needs.
- Prepared him for reentrance into the public school system.
- Built his self-confidence through exercising his strengths.
- Created habits of learning so that he could apply to an elite private school.

1998-1999 Needham Public School Systems

Needham, MA

*Private Clarinet Instructor*

- Taught clarinet to elementary school children.
- Prepared new lesson plans each week.
- Built excitement through jazzy ensemble work.

Education

1998-2002 Simmons College

Boston, MA

- B.A., Psychology; B.A., Music.
- Concentration in Education.
- Graduated *cum laude* with departmental recognition for excellence in Psychology.

2002 Harvard University

Cambridge, MA

- Undergraduate Neurobiology Class.

2006 – present Landmark Education

San Diego, CA

- Continuing Education Units for course and seminar work.
- Advanced in business development, interpersonal skills, and student achievement.

Interest, Volunteer Work, and Awards

- 1998 – 2002. Personal Manager and Cofounder of the Colleges of the Fenway Orchestra.
- 1999 – 2002. President of the Art and Music Liaison.
- 1999. Political Campaigning in Massachusetts.
- 1999. Advanced to semi-finals at the University of Rhode Island Lincoln Douglas Debate Tournament.
- 1999. Competed in the National Lincoln Douglas Debate Tournament with the Simmons' Speech and Debate team.
- 2001 – 2003. Founder and manager of College Kid Care, a local babysitting service in Boston, MA.
- 2002- 2003. Project Manager for flamenco guitarist Juanito Pascual.

4050 Mississippi St.  
San Diego, CA 92104

619-255-1719 home  
619-379-9275 cell

Christine M. Kuglen

## Summary of Qualifications Experience

I am a bilingual educator with a diverse background including international living, travel, community organizer, adviser, community outreach, internet marketing

1998–present

### Homeschool Educator

- Created, selected and implemented appropriate learning experiences for four homeschooled children while living in the U.S.A. and Costa Rica(2.5 years).
  - Evaluated latest educational materials and philosophies through regular attendance of support groups and conferences and through self-study
  - Organized successful field trips and classes for local homeschool families
- 2003–present                      owner, founder                      San Diego, CA

### San Diego Homeschool Resource Center ([www.sdhomeschoolcenter.com](http://www.sdhomeschoolcenter.com))

- Developed effective informational website for local homeschool families
- Compiled and published monthly online ezine
- Created, organized and implemented a Homeschool Curriculum Fair
- Built a network of supportive homeschool families in San Diego County
- Established, selected teachers and curriculum content, promoted and sustained a homeschool co-op.

1994- 2003                      La Leche League                      Southern California

### La Leche League Leader

- Organized and conducted monthly support group meetings.
- Provided telephone support for breastfeeding mothers.
- Obtained Lactation Educator Certificate
- Attended education conferences, organized fundraisers and a local lending library

1986–1992                      Elementary School Teacher

### Public Elementary School Teacher

- 1986-87 San Diego Unified School District/Barnard Elementary-Spanish Basic Skills teacher K-6
- 1987-1989 Berkeley Unified School District/ Columbus Elementary-Bilingual Spanish/English Teacher grades 4-5
- 1990-1991 So. Bay Unified School District/Emory Elementary School-Bilingual Spanish/English grade 3
- 1991-1992 San Diego Unified School District/substitute teacher and Spanish Basic Skills teacher Spreckles Elementary School, K-6

## Education

- Multiple Subject Clear Credential-University of San Diego
- California Bilingual Certificate of Competence: Spanish
- Bachelors of Arts: Sociology- University of California, Santa Barbara.
- Math Teacher Training, The Math Solution-Marilyn Burns Education Associates
- Science Teacher Training, University Research Expeditions Program
- Lactation Educator Certificate
- Educational Software Translation
- Children's Language Video Production

## Interests

Manager: Surveillance System Installation Company  
Spanish Language and Latin Culture, my four children, the creation of something new and different in education, video production and other multi-media, alternative education and learning, neurobiology

**Dana Dean, O.D.**

3990 Old Town Avenue, Building A, Suite 211, San Diego, CA 92110  
619-688-3937

**Education**

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<b>2000 – Present</b>	<b>Continuing Optometric Education</b> Annual College of Optometrist in Vision Development Meetings Dr. Wold Behavioral Optometry Seminar Dr. Robert Sanet Courses
<b>2000 – 2001</b>	<b>Center for Vision Development, San Diego, CA</b> Residency in Developmental Optometry Training
<b>1996 – 2001</b>	<b>New England College of Optometry, Boston, MA</b> Degree in Optometry
<b>1990 – 1995</b>	<b>San Diego State University, San Diego, CA</b> Bachelor of Science (BS) in Biology

**Professional Experience**

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<b>11/2006 – 2/2007</b>	<b>Annual Comprehensive Developmental Vision Screenings, San Diego, CA</b> Francis Parker Lower School Harborside School
<b>5/2003 – Present</b>	<b>Dana Dean Optometry, The Center for Vision Development, San Diego, CA</b> Developmental Optometrist specializing in Vision Therapy for both children and adults in a referral based private practice setting
<b>5/2004</b>	<b>Lecturer: "Women in Private Practice"</b>
<b>8/2000 – 4/2003</b>	<b>Insight Vision Center, San Diego, CA</b> Associate Developmental Optometrist providing Vision Therapy for underserved population
<b>9/1999 – 5/2000</b>	<b>Lens Crafters, Boston, MA</b> Optician, evaluating and performing a variety of measurements and adjustments on clients, and frame stylist



### **Current Licensure**

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California State Board of Optometry, License number 11626T

### **Professional Organizations and Memberships**

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2002 – Present	Neuro-Optometric Rehabilitation Association (NORA)
2002 – Present	California Optometric Association (COA)
2002 – Present	San Diego County Optometric Association (SDCOA)
2001 – Present	Parents Active in Vision Development (PAVE)
2001 – Present	College of Optometrists in Vision Development (COVD)
2000 – Present	Optometric Extension Program (OEP)
1996 – Present	American Optometric Association (AOA)

**Dr. Tim A. Becker**  
3158 W. Canyon Avenue  
San Diego, CA USA 92123  
858-349-2040, 858-569-7038 FAX  
[tabecker@adnc.com](mailto:tabecker@adnc.com)

Provides a unique blend of business-world experience with extensive academic work in the classroom, administration, academic governance, curriculum design and research. A summary of what I could provide includes ***a high degree of initiative and innovation, creativity, exceptional individual or group communication skills, services development-promotions-management, marketing, responsiveness, listening, significant business experience that would be productive in and around the university community and students.***

### **Professional Experience in Education**

Teach and taught Fundamentals of Management and Organizational Behavior, Principles of Marketing, Principles of Business, Strategic Management, Professional Selling, Industrial Marketing, Consumer Behavior, Marketing Communication, Sales Management, Services Marketing, Advertising and Promotions, Public Relations, Strategic Planning, Project and Capstone, Global Management, Marketing Research, Entrepreneurship, International Business, Travel and Tourism, Decision Making, MBA Capstone at the graduate and the undergraduate level.

San Diego State University - Lecturer, 8/88 - 8/91, 8/98 - 5/03  
University of San Diego - Instructor, 9/02 - Present  
California State University-Fullerton - Lecturer, 1996-1997  
University of Phoenix - Instructor, 9/91 - Present  
Webster University - Instructor, 9/04 - Present  
Point Loma Nazarene University - Instructor, 1/95 - 5/02  
University of Redlands - Instructor, 1/92 - 12/97  
United States International University - Instructor, 1/90 - 6/96  
University of North Texas - Teaching Fellow, 8/86 - 8/88

Teach and taught Global Strategies, International Marketing and Competitive Success to business executives from Asia, Europe, Middle East and South America. San Diego State University - American Language Institute, Facilitator, 3 sessions annually since 1989

Managed the graduate curriculum at the San Diego campus of the University of Phoenix, 6/95 to 1998. Instituted the Annual Curriculum update and review day for all faculty since 1995. Appointed Graduate Area Chair overseeing the development, implementation of all graduate marketing courses as well as faculty training and monitoring.

Lead six teams of 4-5 faculty and participated as team member twice that either totally developed, designed or re-developed graduate courses and faculty instruction modules Fall 1995 through present. All these efforts were for system-wide implementation and included faculty from around the US. Courses covered Introduction to Management Systems, Change Management, Learning Organization, Planning the Organization's Future, Managing Money - The Bottom Line, Global Management.

Directed and coordinated the General Motors Marketing Internship at Point Loma Nazarene University and University of Phoenix (award winner), 1995, 1996, 1997.

Coordinated marketing and promotions campaigns for Flexivity (Ford), and San Diego Performing Arts League, Spring 2001, for SDSU and Pt. Loma Nazarene University marketing students respectively.

Designed and implement the annual Western Collegiate Sales Competition for students in Personal Selling classes (or marketing if they are so motivated), 1995 - present.

### **Professional Experience in Business**

**Total Recall Learning, Inc.®** -- Co-owner and President, 4/97 - present. Responsible for marketing, business development, strategic planning, curriculum development. TRL provides custom and pre-developed corporate training and academic courses in computer-based, Internetable/online delivery format that guarantees up to 90% retention life long. TRL facilitates learning for adults in a highly interactive, multi-media format where results are real-time tracked and fully documented. Learning is done onsite or via distance learning. Responsibilities are fundraising, business development, company management.

Presently working on Top 30 Undergraduate courses, full RN training courses, CPA Review program, HAZMAT training, international business country overviews and phrase courses, US Navy and corporate clients such as Black & Decker and California Distance Learning Health Network. With the latter client, CDLHN, we won several innovation and quality awards.

Raised over \$300,000 startup capital. Managed all facets of strategy and operations of TRL with focus on business development, product development, and marketing B2B and B2C.

**Becker Associates** – This is a multi-functional, interdisciplinary marketing and management consulting and learning firm with a primary focus on facilitating firms to “get, serve and keep customers at a profit.” Assignments range from developing business and marketing plans, identifying new markets, developing new services or products and conducting proprietary and “for client” marketing research to providing seminars on competitive intelligence, marketing techniques and tactics and decision making to all levels of executives.

Our activities also include being part of a team that set up an airline in Australia, putting together a team of three companies that designed and developed a state-of-the-art in-flight research service. Further, we created and operated a unique tutoring referral service.

Conducted seminars on Decision Making, Marketing Tactics and Competitive Intelligence throughout U.S., Mexico, Venezuela and Colombia.

Clients include companies such as American Airlines, DEVCOR Software Design, Suntrust Properties, In-Flight Phone Company.

**International Airline Passengers Association** – Director of Marketing and Member Benefits, 6/85 - 6/86. Developed 5-media membership solicitation and use campaigns for over 100,000 members resulting in 105% increase in volume. Directed hotel and car rental program negotiations covering over 3,800 hotels and 4 major car rental companies. Increased membership by 14%. Implemented \$4 million travel

agency service to 30,000 U.S. members. Designed internal and external promotions and managed airline relations domestically.

***Western Union Travel Industry Services*** -- Director of Marketing/Sales Planning, 1983-1984. Was part of a 4 person "start-up" team that developed and implemented a "One Call" computerized clearinghouse for travel industry service buyers and sellers (over 9,000 hotels, airlines, car rentals, bus companies and implementation. Identified and bought media, advertising and direct mail services. Developed support and fulfillment systems, conducted market research projects. Increased customer base netting in 65% of company's revenue.

***Great Western Sugar Company*** -- Manager of Customer Service - National Accounts 1982-1983. Responsible for all sales support and customer services activities for 65 accounts netting 60% of company's revenue. Directed re-design of order-entry system, and enhanced customer service program.

***Braniff International Airlines*** -- Director of Passenger Services, Administration and Training, 6/78-5/82. Directed over 215 employees in serving over 325,000 passengers monthly. Responsibilities included all facets of customer service, budgeting, staffing and contract administration. Developed and managed local advertising promotions increasing awareness over 41%. Established management development and training programs for 185 managers systemwide. Directed all (domestic and international) customer service and operational activities including the 747 fleet and improved reliability over 80% and customer satisfaction by 64%.

***American Airlines*** -- Sales and Service Supervisor, 10/71 - 6/78. Responsible for performance of 25 salespeople and 50 flight attendants. Responsibilities included motivation, attendance, counseling, training, evaluation and service design and development. Promotional and incentive campaigns were designed with increases in output of over 25-40%.

## **Academic Preparation**

***United States International University*** -- San Diego, California. Doctor of Business Administration - marketing focus program completed July 1990. Dissertation -- "Passenger Perceptions and the Marketing of Airline Safety."

***University of North Texas*** -- Denton, Texas. August 1986 to August 1988. 90% coursework for Ph.D. in Marketing.

***University of Dallas*** -- Irving, Texas. Received MBA in May 1982.

***UCLA*** -- Los Angeles, California. Business courses from 1975 to 1978 for 33 hours.

***Luther College*** -- Decorah, Iowa. BA in May 1971, major in German, minors in political science, religion. Dean's List 1970, 1971.

## **Honors and Accomplishments**

### ***Distinguished Professor/Instructor Award***

University of Phoenix -- 1995

San Diego State University -- 1989, 1990, 1991

University of North Texas -- 1988

### **Media Interviews**

V-Mag Feature-Univ. of Phoenix – October 2006  
 FOX 6 “In the Morning – September 2006  
 San Diego Business Journal – November 1997, May 2007  
 Marketing News (AMA) – January 1997  
 National Public Radio – June 1996  
 Wall Street Journal – Fall 1996, 1990  
 Air Transport World – Fall 1996  
 Aviation Week and Space Technology – Fall 1996  
 Dallas Morning News – September 1991  
 KUSI TV – August 1991

### **Publications**

“Street Talk” – July 2006  
 “Selling with Confidence” – January 2001  
 “Marketing Masterfully” – May 2000  
 “Flight Cache” – July 1997  
 “Challenge Givens – July 1996  
 “Decision Doctor 2E” – Summer 1997  
 “White Paper: Passenger Perceptions and the Marketing of Airline Safety” – Fall 1990

### **Articles**

1998 “Decision Making Excellence – Getting and Making Effective Decisions,”  
Personal Selling Power, 1994  
 Personal Selling Power quotes and “Sidebars”, 1996, 1997,  
 “Maslow Enhanced,” self-published, 1996  
 “Airline Safety Seen As New Marketing Issue,” Marketing News, 1991  
 “Segmentation by Airline Safety,” self-published, 1994  
 “Airlines Are Afraid of Marketing to Fearful of Flying,” San Diego Daily Transcript, 3/91  
 “Airline Safety Elasticity,” self-published, 1994  
 “Propshock,” Regional Airline Association, 1989  
 “Creative Differentiation,” San Diego Daily Transcript, 1991  
 “Open-Door Communication Is Two-Way,” San Diego Daily Transcript, 1991.  
 Semi-monthly article contributor to Bus Tours Magazine, 11 years

### **Miscellaneous**

Scheduled to present at TechEd in Ontario, CA, April 12, 2008 about performance of students using retention-focused learning system in middle school and university settings.  
 Board member (At Large to Master Association of StoneCrest) Spring Canyon Homeowners Association 2008 (two year term)  
 Board member Innovations Academy Charter School 2007 (ongoing term)  
 “How to Get a Job-Marketing Yourself” October 2006  
 SDSU Career Center’s Hall of Fame member -- 2000  
 Reviewer of Travel and Tourism text for West Publications -- 1997, 1996  
 Reviewer of Personal Selling text for West Publications – 1992  
 Braniff International Distinguished Service Award – 1978

**Valerie M. Hilberg**

[vhilberg28@yahoo.com](mailto:vhilberg28@yahoo.com)

619-987-0733

11267 Ct. Playa Azteca

San Diego, CA 92124

**Professional Overview:**

Wide-ranging paralegal background in corporate, nonprofit and transactional law; seven years of management experience in the start-up environment; currently serving as the Operations Manager and Corporate Secretary for Vala Sciences Inc., a biotechnology company that develops software and reagent kits for automated cell-based analysis.

**Education:**

Bachelors of Arts Degree, History

California State University San Marcos, San Marcos, CA

May 24, 1997

**Employment:**

***Operations Manager***

Vala Sciences., La Jolla, CA 09/2004 - present.

Work closely with executive management to coordinate the day-to-day activities of a small biotechnology start-up company product development and manufacturing operation.

Responsibilities include resource planning, materials management, project scheduling and tracking, outsourcing, and other related activities.

Continually develop systems to improve efficiency and accuracy of operations.

Monitor the work flow to insure that schedules are met and bottlenecks are identified and corrected. Work with the staff to accept customer orders and schedule delivery. Hold project status meetings to identify problems and insure that schedules are met. Work with quality assurance to identify any product or system deficiencies and correct them quickly.

*Leave of Absence 2/2004-8/2004 (Q3DM Inc. sold)*

***Marketing Communications/Project Manager/Patent Manager***

Q3DM Inc., San Diego, CA 06/2000-01/2004.

Independently responsible for all marketing related projects and materials including: implementation and execution of web site, development of collateral materials, determining viable tradeshow and conference opportunities, drafting of customer service/warranties contracts, and maintaining communication with customers and independent sales representatives.

Manage Q3DM trademark and patent counsel, develop a basic understanding of the core technology and products, track activities and significant dates, provide regular reports on patent/trademark status and deadlines for Q3DM patents/trademarks

Therese FitzRandolph

3505 Camino del Rio South, Ste. 138

San Diego, CA 92108

### Summary of Qualifications

Over 20 years experience teaching reading, spelling, writing, handwriting and basic math in a one-to-one and small group environment with students ages K - college.

### Professional Accomplishments

- \* Experienced Instructor: A solid history of success instructing students providing them with the basic skills necessary for all aspects of the reading process.
- \* Creative Teaching Techniques: Experience writing and personalizing lessons and materials to address a student's specific needs. Designed instructional materials to aid both students and instructors; assisted in creating a workbook of lesson plans to help teachers in providing a well rounded program for each student.
- \* Planning, Writing and Implementation: Supervised start-up of in-house literature based program to provide students with the necessary skills to read and retell stories and further develop their own story writing and critical thinking skills.
- \* Effective Communicator: Successfully facilitated continuing communications between students, parents, and teachers. Record of follow-through with families after instruction is complete.

### Employment Experience

Director/Owner, The Learning Convergence, San Diego, CA 2004 to current

Reading Therapist, Co-Owner, Atlantis Center for Educational Enrichment, San Diego, CA 1991-2004

Reading Instructor, Granger Jr. High, National City, CA 1991-1993

Vision Therapist, Dr. Phillip Smith, San Diego, CA 1992-1993

Reading Consultant/Clinician, Moyers Center for Learning, San Diego, CA 1987-1991

### Education

Excelsior College, University of State of New York, Albany, NY. B.A. Liberal Arts

### Additional Training and Certification

Currently qualify for Calif. Emergency Multiple Subjects Credential. Have passed

CBEST and have been fingerprinted. Credentialing program at Chapman Univ.

*On Cloud Nine* Training, June 2005

*Seeing Stars* Workshop (Lindamood-Bell International Conference), March 2004

*LiPS* Workshop (Lindamood Phonemic Segmentation Program), December 1986

*Visualizing and Verbalizing for Language Comprehension*, October 1987

Teaching Writing to Young Writers Workshop, July 1988

Advanced Visualizing and Verbalizing for Language Comprehension Workshop, May 1990

Vision Therapy Training/Internship, Completed June 1992



## KOSTA NAUMOV

2400 6<sup>th</sup> Avenue, Apt 501  
San Diego, CA 92101  
Tel. (619)  
501-8630

[knaumov@aol.com](mailto:knaumov@aol.com)

### PROFESSIONAL PROFILE

A creative problem solver with over 23 years of broad "hands-on" business experience with an outstanding record of success. An intrinsic ability to understand complex business problems and talent for conceptualizing vision that combines business and technical ability in approach to analysis and design, leading to practical and effective solutions. Can communicate fluently with business users, technical engineers and management across the organization. A team player with demonstrated ability to manage group dynamics, facilitate effective team interaction and negotiate effectively in building consensus and gaining commitment at all levels. A fast learner that is open to new ideas and willing to learn new technologies and best practices. Highly motivated to improve business processes with the ability to work under tight deadlines.

### SELECTED ACCOMPLISHMENTS

As the **Project Manager** for Global Concepts Charter School had overall responsibility for the completion of the Charter School Application. Successfully completed the school application under extremely tight schedule leading to the charter approval one year later.

- Studied in detail NYS Charter School Requirements, the application process and successful applications.

- Worked with the New York Charter School Resource Center throughout the application process seeking their advice and guidance.

- Garnered community support. Worked with various organizations at the city, county and state level.

- Defined School Governance.

- Developed a school calendar. Researched and evaluated K-6 turnkey curriculum.

- Completed start-up budget of \$500M, a first-year budget of 2MM and a five-year budget of 14.5MM.

- Negotiated with Citibank NA necessary start-up financing.

- Evaluated potential partnership with Charter School Management Companies.

- Selected and evaluated two potential school sites. Negotiated initial purchase/lease agreements.

- Identified, interviewed and selected Board of Trustee members.

As an **External Consultant at Fisher Price**, conducted a comprehensive study of early childhood development (ages 0 -6) as well as the "State of the Internet" and its' expected evolution for the next 5 to 10 years. Conceived and defined a new product concept that used the Internet at its' core with a potential US market size of over \$1B by the year 2010. Developed Business Plan with a comprehensive strategy for a phased-in development/implementation and defined detail Functional Specifications for each phase. Assisted Product Marketing in negotiating possible partnership opportunity with AOL.

As an **External Consultant for the Government of Republic Of Macedonia**, developed an innovative and cost-effective strategy for the implementation of computer laboratories and Internet access at each of over 400 primary and secondary school throughout the Republic of Macedonia. Developed a strategic plan for utilizing the Internet as a means to improve the supply of raw materials as well as the expansion of international market share via B2B Internet portal

As a **Project Manager/Senior Business Analyst at Citicorp**, completed comprehensive end-to-end analysis of the entire USD and FX payment products support infrastructure spanning across departments

located in Buffalo and Tampa as well 19 service centers located around the world, and a complex network of varied system platforms. Completed an in-depth analysis of client behavior and developed profiles for each client type. Identified exceptions in product features, client behavior, and support infrastructure including both operational procedures and systems applications. Conceived and presented to senior management solutions that resolved the problems and streamlined a very complex process rendering estimated annual savings approaching \$1MM. Developed Business and Functional Requirements for each phase of the reengineering effort.

# TERESA GONCZY

4060 Huerfano Ave, Apt 106 • San Diego, CA 92117

Cell: (760) 214-1890 • Email: [teresaeg@gmail.com](mailto:teresaeg@gmail.com)

## ENTREPRENEUR - BUSINESS CONSULTANT

Accomplished multiple business owner in service and retail industries. Extensive expertise in customer service, financial management, and business strategy. Experience with both starting & buying businesses, including conducting market research, writing business plans, negotiating leases, and obtaining appropriate licenses & permits. Fast learner & excellent problem-solver. Highly skilled at developing effective business systems and identifying key performance indicators (KPIs) for acquiring customers, retaining customers, improving staff, and controlling expenses.

## BUSINESS HISTORY

### ***Retail Store Owner & Manager, Applause Dancewear, Encinitas, CA***

Feb 04-Dec 06

- Doubled sales (\$160k to >\$320k) and quintupled profits in less than 3 years
- Managed all store operations, from long-range planning to immediate "putting out fires"
- Worked the floor on a daily basis, and maintained personal relationships with customers, local dance studio owners & teachers, and vendor sales reps
- Created marketing plans, and implemented direct-mailing & advertising campaigns
- Hired, trained, and supervised over 20 employees: full-time, part-time, & seasonal
- Forecasted sales needs, selected merchandise, and managed inventory worth over \$120k
- Maintained all financial records, set expense budgets, and filed taxes

### ***Independent Educational Consultant, San Diego, CA***

Sep 04-Present

- Worked personally with over 25 families to identify specific educational needs, custom-tailor a program to meet those needs, and then implement that program through personal tutoring, mentoring, and/or childcare
- Assisted in the management of a tutoring center, including scheduling student & teacher appointments, billing clients & AR, creating PR materials, and ordering supplies

### ***Independent Sales Representative, Avon, Encinitas, CA***

Oct 01-Dec 02

- Prospected & serviced clients; maintained business records & taxes
- Created a record-keeping system to remind clients about reorders & sales on favorite items

## EDUCATION

***California Institute of Technology, Pasadena, CA***

Sep

99-Dec 00

***University of CA: San Diego, La Jolla, CA***

Jan

03-Sep 04

\*Bachelor of Arts in Cognitive Science – Sept 2004

# Amelia Roache

Amelia Roache  
4963 Coronado Ave.  
San Diego, CA. 92107  
619-366-9125

## **Independent Contractor/NonviolentCommunication(sm) Trainer**

Mediation/facilitation/training of weekly practice groups, specialized training, mediation and classes for schools, businesses, families, board meetings (and other).

### Nonviolent Communication based Introductions and classes:

Project W.E.E.R. ("at risk" youth charter school): two classes, spring 2004 San Diego  
Whole Being Weekend: September, 2004 Idelwild, CA.

Cardiff Library 11/16, 12/9/05

Family Immersion Workshop(s): May 27,28 and July 15,16 2006 Poway

Partners Engaged in Compassion June 3 '06 San Diego

"Clubhouse" (city mental health facility): January 2007 San Diego

Ocean Beach Teen Center/San Diego: Sept. 16, 30 '06 and ongoing NVC practice group  
facilitation Sept '06-April '07

"Metro" school Principle and staff (Juvenile Community Charter School) 11/06

Hosteling International managerial staff April '07

NVC Mediation includes for the residential staff of a private youth care program  
(Encinitas).

### Independent Studies and/or participation include:

#### **Nonviolent Communication:**

- Participation in weekly ongoing practice groups lead by Marcelline Brogli Aug'01-March '03
- NVC workshop given by Marshall B. Rosenberg Santa Barbara May 1,2 '03
- 2-day intensive for teachers and by invitation at Grauer School (Encinitas, CA.), given by Marshall Rosenberg.
- June '03, follow-up introduction also given by Mr. Rosenberg for San Diego county teachers and administration.
- Day workshop given by Kelly Bryson (Los Angeles county July '03)
- (3)NVC practice groups lead by Kelly Bryson June/July '03
- International Intensive Training (IIT) (Corona, CA.) October 8-17 '04
- Santa Barbara introduction and full-day workshop given by Marshall Rosenberg Sept. '05
- Speaking Peace in a World of Conflict/Marshall Rosenberg Oceanside, CA. 10/29/05

#### **Community volunteer work:**

Alternatives to Violence Project, San Diego Permaculture Center,  
Ocean Beach School Garden, the Che Café and Cross Cultural Center

(University of California San Diego) KSDS Radio, KUNM radio, the Clubhouse, CalEarth, Escuela de Esperanza, Women's Caucus for the Arts San Diego, New Mexico Research Education and Enrichment Foundation, Madrid Landowners Association

**Formal and Institutional Education background:**

Center for Nonviolent Communication -Nonviolent Communication(sm)

(Trainer Certification applicant)

Mesa College (24 units Early Childhood Development)

University of New Mexico (60 units) general and Fine Arts

Healing Touch International (course completion)

T'ai Chi Chih International (Certified Instructor-previous status)

Al Collins Graphic Design School (certification)

■ Letters of Recommendation:

November 15, 2007

To whom it may concern,

With great pleasure, I write this letter of support for The Innovations Academy being granted charter school status. The success of this new school will reflect an exciting and innovative model, with a vision of complete integration of academic excellence and practical experience.

I am confident Innovations Academy will be successful. So many 'innovative' elements will be in place: integrated learning based in the community, a process that is enjoyable and empowering, strong parental involvement, and discover processes for the 'whole child'.

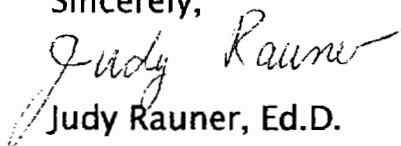
The curriculum is solid with a high expectation push for Honors and AP outcomes. The teachers meet and exceed NCLB highly qualified requirements. Administration is excellent and committed to seeing that the needs of students are met.

The founders of Innovations Academy are experienced educators with a deep understanding of community based learning. They walk the talk of leadership in effective governance, practice sound fiscal management, exhibit competence in teaching and learning, and have a special passion to see each child enrolled be successful.

Before my over twenty years of work with service learning in K-12 and higher education, as founding Director of the University of San Diego Office for Community Service Learning, I initiated and managed community based programs. Innovations Academy is the first model I've known that centers around Project Based Service Learning and so completely integrates learning in the community.

Thank you for your support of this worthy project. I look forward to watching the process and success of Innovations Academy.

Sincerely,

  
Judy Rauner, Ed.D.

Nov. 16, 2007

To Whom it May Concern,

I am writing this letter to recommend Danielle Strachman as an educator with specialized abilities to design, administer, and teach within a charter school setting.

Danielle has worked weekly with my family for nearly 6 years as an in home tutor. I have six children whom I have homeschooled at times, now ranging in ages from five years to nineteen, all of whom have learned with Danielle as their tutor. Danielle easily moves from high school level teaching to preschool level because she adapts her approach to each student in a flexible and developmentally knowledgeable manner.

I initially hired Danielle to work with my middle daughter who, though gifted, was also struggling with neurological challenges related to sensory integration, ocd, and social anxiety. I had been unable to make progress with my daughter in math. Danielle took over in this arena with an intuitive, but also well educated and thoughtful approach. She helped my daughter to learn and thrive in a difficult subject area. Danielle uses imagination and innovation to move beyond conventional approaches to learning, so as to gain trust with and motivate a student who has learning differences. In my daughter's case we were faced with a very cautious and anxious learner yet Danielle won her over with a non-confrontational encouraging style.

Danielle adapts her teaching approach to work with strengths in order to maximize a student's potential and confidence. Yet she also suggests goals and applies therapeutic strategies to help with a student's difficulties as well. She consults closely and respectfully with a parent to better understand these concerns.. This same approach helped my oldest daughter to complete an entire highschool geometry text in a relatively short time, and to prepare for and score very well on her SAT's. Danielle has also worked with my younger son who would become blocked due to anxiety, yet with Danielle he did not experience any feelings of embarrassment or failure to further stall his progress. Danielle has worked with my two youngest children as well, and knows how to keep a young child interested in learning as a fun and exciting endeavor.

I have observed that Danielle does not just act as teacher, but if the student is open to it, she acts as mentor as well, working on either academic or personal goals for each student, and as a personal cheerleader too. This has been particularly helpful to my older girls who struggle with anxiety in daily life.

In visiting Danielle's website and in speaking with her, I've learned that she gathers information from a variety of educational sources and theory to inform her teaching style. This devotion to self educating in varied principles of learning, and applying that knowledge in real life, combined with Danielle's own intuitive ability to gain insight



regarding each individual child, gives Danielle an outstanding profile as a teacher and great potential as an educational designer and administrator.

In short Danielle's attention to the detail and organization necessary to work with many students in variable settings; her resourcefulness in keeping abreast of theories in learning and cognitive development, and even nutrition and health which support learning; and her application of that knowledge in real life; while gathering together a team and delegating jobs to implement a charter school contract, means she is well prepared to design and administer a new school. I'm confident that Danielle will produce a well functioning and innovative school, one which parents will be thrilled to find as they struggle with children who may not find a fit within more conventional settings.

Nancy Linnen, Poway  
858-592-0255

■ Teacher Signature Page

**Teacher Signatures**

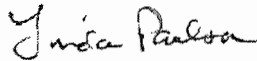
Innovations Academy Teachers

Petition for the Establishment of Innovations Academy

The petitioners listed below certify that they are Teachers meaningfully interested in teaching at Innovations Academy. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the San Diego Unified School District to grant approval of the charter pursuant to Education Code 47600 et. Seq. The petitioners authorize the Development Team to negotiate any amendments to the charter necessary to secure approval by the District Board.

I understand that by signing below I affirm my interest in supporting the charter of Innovations Academy and plan to teach there when it opens.

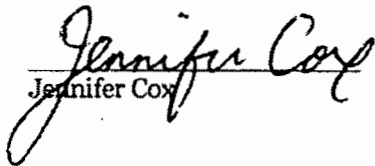
I agree to be contacted by the San Diego Unified School District to confirm my interest.



---

Linda Paulson

11274 Pabellon Court  
San Diego, CA 92124  
858.576.6807



4732 Idaho St.  
San Diego, CA 92116  
310-740-1508



4026 Mt. Acadia Blvd.  
San Diego, CA 92111  
(858) 245-1519

■ Parent Petition Signatures

## IA Board Meeting

**Date: November 15, 2010**

**Meeting Type: Regular Board Meeting**

**Meeting Location: 6150 Mission Gorge**

**Called to order: 6:37pm**

Board Members Present

Voting Members

- X (LE) Laura Embry
- X (LM) Lisa Mocrief
- X (RO) Reyna Ortman
- X (PR) Pattric Rawlins
- X (RS) Rob Sperry

Non-voting Members

- X (CK) Christine Kuglen

- 
1. Roll Call - It was announced that Rob Sperry's term has reached its 3 years and is no longer a Board member. We thank him for his service.
  2. Approval of the Agenda – Agenda is approved as presented
  3. Consent Calendar approved as follows:
    - a. Meeting Minutes for October 25, 2010 are adopted
    - b. Adoption of Meeting Minutes for August 16, 2010 is tabled
  4. Public Comments
    - a. Michelle Andersen – Read letter asking for the judicious use of the school's attorney. IA received a bill for approximately \$10,000.00. Asked for implementation of PO system for future open ended contracts.
  5. Nominating Committee – Chris Pikus
    - a. Introduction and nomination of Lisa Torres
      - i. Has financial and legal expertise in non-profit organizations
      - ii. 22 yrs of bankruptcy law dealing with restructuring and governance
    - b. Motion: Appoint Lisa Torres Move: (RO) Second: (LE)
      - i. Yes vote: (LE), (RO), (PR)
      - ii. Lisa Torres is ~~not~~ <sup>now</sup> acting Board Member
  6. Appoint new Secretary and Treasurer
    - a. No one is available to be Secretary - tabled
    - b. Laura Embry volunteered

7. Discussion of Policies

- a. Many policies have been developed in the past and have been adopted by previous Boards. Christine will send the electronic versions of the policies and a list so the Board will not have to start from scratch.
- b. The Board decided it would be best to continue compiling the list but wait until all the Board seats are full to have a working retreat and work on the remaining policies and Board calendar. After discussion with the Nominating Committee, the Board felt the most prudent time to do so would probably be early 2011. The Nominating Committee will have two more Members by Dec. or Jan., which would fill the existing 7 seats at which time the Board can plan the retreat. The Board will review the existing policies between now and the retreat.
- c. This retreat will also include strategic planning and Board training.
- d. (LE) will research AB1237, non-voting Board Members and provide information.
- e. (LE) will look for a template for the Student Right to Free Speech policy that needs to be implemented by Jan. 2011. The template needs to be available for adopting by the next meeting.

8. Closed Session - Director Evaluation

9. Report on Closed Session - Nothing to report

10. Continued review of revised Bylaws is tabled to the following meeting.

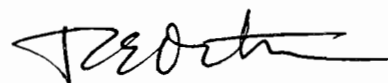
11. Facilities - Prop 39 request was sent to MYM for review prior to sending to district. Due November 1  
Discussed creation of facilities committee to address issues such as installing mirrors outside the bays. A bake sale is planned to raise money for the mirrors.

12. Reports

- a. Sandra discussed changes to budget resulting from recent budget passage and issuance of payment schedule. Block Grant increased by \$270 per ADA and one time supplemental Block Grant funding of \$127 per ADA.
- a. Update on enrollment - Fairly stable over last month at 246, Independent study enrollment is currently at 28%. If it is over 20% of ADA at P1 a Funding Determination Application will need to be filed in February. - The board requested Donna run monthly and year-to-date ADA reports on a monthly basis
- b. Cost of health insurance for staff has increased as well as the number of staff and we will be going over our budgeted amount. The Board discussed the desire to find a way to subsidize the cost so the out of pocket expense for the staff members would not be burdensome. The Board will continue discussion on this topic.

13. Meeting adjourned at 8:43pm

Minutes Adopted 1/24/11

  
Board President

### IA Special Board Meeting

Scheduled for: January 24 @ 6:30 pm

Meeting location: 6150 Mission Gorge Rd

Minutes taken by Danielle Strachman

#### Attendance:

Voting Board Members	Non-voting Board Members	Others in attendance
<ul style="list-style-type: none"><li>• Danielle Strachman</li><li>• Reyna Ortman</li><li>• Lisa Torres</li><li>• Lisa Moncrief</li><li>• Pattric Rowland</li></ul>	<ul style="list-style-type: none"><li>• Christine Kuglen</li></ul>	<ul style="list-style-type: none"><li>• Anne Isaacs (parent), Denay Heddy (nominating committee), Cardiff Heddy (son of Denay), Sandra Morgan (budget), Michael Grimes (teacher), Debbie Georges and Chris Pikus (parents)</li></ul>


#### Agenda

1. Call to Order/Roll Call
  - a. All here
2. Approval of Agenda
  - b. Agenda approved, with addition of approval of the meeting minutes from August 16th.
3. Approve Consent Agenda (est 2 min)
  - a. Adopt meeting minutes from Meeting on November 15, 2010 and Dec. 13, 2010
    - a. Corrections made to the minutes
    - b. Meetings motioned by Reyna, Second by Pattric, Motion Carries
    - c. Moves to approve August 16 minutes (Patric and Lisa abstain since they were not yet on the board)
4. Public Comments (3 mins per person)
  - d. None
5. Report by Nominating Committee – Chris Pikus/Denay Heddy (est 5 min)
  - e. Report on progress of Nomination Committee
  - f. Denay presents nominating committee proposals about new board members (see attached)
  - g. Discussion of potential nominee and board matching program.
6. Discussion on Policies (est 15 mins)
  - f. a. Update on Conflict of Interest Policy by Christine
    - vi. Christine presents update on conflict of interest policy.
  6. We're proceeding to the second step of arranging for the certification of publication.
    - f. Publication was made on January 5th
    - g. At next meeting we'll be able to approve the conflict of interest code. (Add to agenda to February 21st meeting)
  - g. Take action on new Student Right to Free Speech Policy
    - vi. Add "Addendum to Family Handbook" and date to top.
    - vii. Action Item: Move to approve Student Right to Free Speech Policy by Danielle, second by Pattric, all in favor. Unanimously carries.
  - h. Go over a policy at every meeting so we can tackle them one at a time.
7. Reports (est 30 mins)
  - a. Budget by Sandra from CSMC, including Loan repayment discussion
    - a. Discuss budgets.

**INNOVATIONS ACADEMY  
BOARD OF DIRECTORS MEETING**

**MINUTES  
DECEMBER 13, 2010**

- b. Average Daily Attendance Report: Innovation Academy's Average daily attendance for the first reporting period is 230.16. Current enrollment is 248 to 250.
  - c. Director Report- Christine Kuglen reported that Innovations Academy made an offer for a new facility to the San Diego School District as provided under proposition 39. Innovations Academy will receive a response to the offer by February 1, 2011.
  - d. Board Insurance Review- Pattric Rawlins reported that the Board's review of the Board insurance will be deferred pending review of the policy by an insurance coverage attorney at Procopio.
  - e. Health Insurance- Christine Kuglen recommended that the Board's review of the health insurance is deferred for 2011 consideration.
- 10. Bylaws and Charter: Innovation Academy's amended by-laws and charter need to be reviewed and approved by the Board in 2011.
  - 11. Next Meeting: The next Board meeting is scheduled for January 24, 2011 at 6:30.
  - 12. Meeting Adjourned: The meeting was adjourned at 8:16 p.m.

Minutes adopted 1/24/11   
Board President

# CERTIFICATE OF PUBLICATION

CITY OF SAN DIEGO  
BOARD OF SUPERVISORS

2011 FEB 18 PM 3 46

THE HON. J. FRANCISZKA  
CLERK OF THE BOARD  
OF SUPERVISORS

Christine Kuglen  
Innovations Academy, Inc.  
6154 Mission Gorge Road, Suite 100  
San Diego CA 92120

IN THE MATTER OF

CASE NO.

Innovations Academy

**NOTICE OF INTENTION  
TO ADOPT A CONFLICT OF  
INTEREST CODE  
FOR INNOVATIONS ACADEMY, INC.**

NOTICE IS HEREBY GIVEN that Innovations Academy, Inc., a California nonprofit public benefit corporation ("Corporation"), has tentatively approved and intends to finally adopt a Conflict of Interest Code pursuant to Government Code section 87300 at its meeting on December 13, 2010. Pursuant to Government Code Sections 87200 and 87302, the Code will designate public officials, employees and consultants of Corporation who make governmental decisions, and who, therefore, must disclose certain investments, interests in real property, sources of income and business positions, and disqualify themselves from making or participating in the making of governmental decisions affecting those interests.

A public comment period has been established commencing on December 14, 2010, and terminating on January 31, 2011.

Any interested person may present written comments concerning the proposed code no later than January 31, 2011, to the Corporation's representative at the address listed below. No public hearing on this matter will be held unless any interested person or his or her representative requests a public hearing no later than 15 days prior to the close of the written comment period.

The exact terms of the proposed Conflict of Interest Code, and all of the information upon which the Code is based, are available for inspection and copying by interested persons by contacting the Corporation representative at the address listed below. Corporation has prepared a written explanation of the reasons for the designations and the disclosure responsibilities and has available all of the information upon which its proposed Conflict of Interest Code is based. Any general inquiries concerning the proposed Code should be directed to the Corporation representative listed below.

Christine Kuglen  
Innovations Academy, Inc.  
6154 Mission Gorge Road, Suite 100  
San Diego, CA 92120  
Phone: (619) 501-6327  
Fax: (619) 795-2850

Pub. Jan 5-00082729

I, Marcela Aguayo, am a citizen of the United States and a resident of the county aforesaid; I am over the age of eighteen years, and not party to or interested in the above entitled matter. I am the principal clerk of the San Diego Transcript, a newspaper of general circulation, printed and published daily, except on Saturdays and Sundays, in the City of San Diego, County of San Diego and which newspaper has been adjudged a newspaper of general circulation by the Superior Court of the County of San Diego, State of California, under the date of January 23, 1909, Decree No. 14894; and the

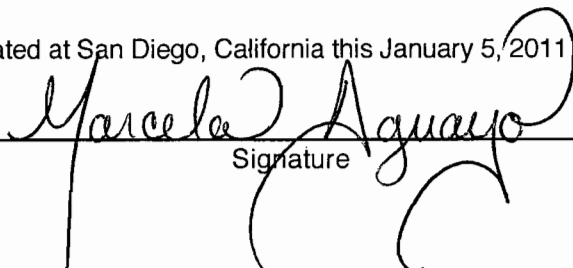
## Notice of Intention

is a true and correct copy of which the annexed is a printed copy and was published in said newspaper on the following date(s), to wit:

**January 5**

I certify under penalty of perjury that the forgoing is true and correct.

Dated at San Diego, California this January 5, 2011

  
Signature

**NOTICE OF INTENTION TO ADOPT A CONFLICT OF INTEREST CODE  
FOR INNOVATIONS ACADEMY, INC.**

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Christine Kuglen  
Innovations Academy, Inc.  
6154 Mission Gorge Road, Suite 100

San Diego, CA 92120

Phone: (619) 501-6327

Fax: (619) 795-2850



COUNTY OF SAN DIEGO  
**RESOLUTION NO. 11-05**  
BOARD OF SUPERVISORS

**RESOLUTION OF THE BOARD OF DIRECTORS OF THE NORTH COUNTY  
TRANSIT DISTRICT AMENDING THE APPENDIX OF THE CONFLICT OF INTEREST  
CODE PURSUANT TO THE POLITICAL REFORM ACT OF 1974**

2011 MAR 08 PM 4:00  
JANICE PASTUSZKA  
CLERK OF THE BOARD  
OF SUPERVISORS

**WHEREAS**, the Legislature of the State of California enacted the Political Reform Act of 1974, Government Code Section 81000 et seq. (the "Act"), which contains provisions relating to conflicts of interest which potentially affect all officers, employees and consultants of the North County Transit District (the "District") and requires all public agencies to adopt and promulgate a conflict of interest code; and

**WHEREAS**, the Board of Directors adopted a Conflict of Interest Code (the "Code") which was amended on September 16, 2010, in compliance with the Act; and

**WHEREAS**, subsequent changed circumstances within the District have made it advisable and necessary pursuant to Sections 87306 and 87307 of the Act to amend and update the Appendix of the District's Code; and

**WHEREAS**, the potential penalties for violation of the provisions of the Act are substantial and may include criminal and civil liability, as well as equitable relief which could result in the District being restrained or prevented from acting in cases where the provisions of the Act may have been violated; and

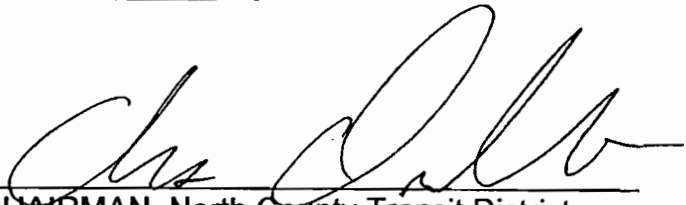
**WHEREAS**, notice of the time and place of a public meeting on, and of consideration by the Board of Directors of, the proposed amended Appendix was provided each affected designated employee and publicly posted for review at the offices of the District; and

**WHEREAS**, a public meeting was held upon the proposed amended Appendix at a regular meeting of the Board of Directors on March 17, 2011, at which all present were given an opportunity to be heard on the proposed amended Appendix.

**NOW, THEREFORE, BE IT RESOLVED** by the Board of Directors of the North County Transit District that the Board of Directors does hereby adopt the proposed amended Appendix of the Conflict of Interest Code, a copy of which is attached hereto and shall be on file with the Data Analyst and available to the public for inspection and copying;

**BE IT FURTHER RESOLVED** that the said amended Appendix shall be submitted to the Board of Supervisors of the County of San Diego for approval and said Appendix shall become effective 30 days after the Board of Supervisors approves the proposed amended Appendix as submitted.

**PASSED, APPROVED AND ADOPTED** at the regular meeting of the Board of Directors of the North County Transit District this 17<sup>th</sup> day of March, 2011.

  
\_\_\_\_\_  
CHAIRMAN, North County Transit District

ATTEST:

  
\_\_\_\_\_  
CLERK OF THE BOARD  
North County Transit District

**APPENDIX**

**CONFLICT OF INTEREST CODE**

**OF THE**

**NORTH COUNTY TRANSIT DISTRICT**

(Amended ~~September 16, 2010~~ March 17, 2011)

**EXHIBIT "A"**

**OFFICIALS WHO MANAGE PUBLIC INVESTMENTS**

District Officials who manage public investments, as defined by 2 Cal. Code of Regs. 18701(b), are NOT subject to the District's Code, but are subject to the disclosure requirements of the Act. (Government Code Section 87200 et seq.). [Regs. 18730(b)(3)] These positions are listed here for informational purposes only.

It has been determined that the positions listed below are officials who manage public investments<sup>1</sup>:

Board Members and Alternates  
Executive Director  
Chief Financial & Administrative Officer  
Financial Consultants

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<sup>1</sup> Individuals holding one of the above-listed positions may contact the FPPC for assistance or written advice regarding their filing obligations if they believe that their position has been categorized incorrectly. The FPPC makes the final determination whether a position is covered by 87200.

## **DESIGNATED POSITIONS**

### **GOVERNED BY THE CONFLICT OF INTEREST CODE**

<b><u>DESIGNATED EMPLOYEES'</u></b> <b><u>TITLE OR FUNCTION</u></b>	<b><u>DISCLOSURE CATEGORIES</u></b> <b><u>ASSIGNED</u></b>
Assistant Controller	5
Benefits Administrator	5
Business Applications Administrator	5
Buyer	1
Chief Engineer - Rail	2, 3, 5
Chief <del>Information</del> <u>Technology and Sustainability</u> Officer	5
Chief Management Accountant	1, 2
Chief, <u>of</u> Bus Operations, Planning & Safety	1, 2
Chief, <u>of</u> Rail Operations	2, 3, 5
Chief, <u>of</u> Transit Enforcement	5
Community & Governmental Affairs Specialist	1
Contracts Administrator	4
Controller	5
Data Analyst (ALL)	5
<del>Deputy Information Officer</del> <u>Director of Communications</u>	5
<u>Director, Real Estate &amp; Property Management</u>	1, 2
Director, Service Planning	1, 2
Executive Asst <u>Administrator/Clerk of the Board</u>	5
Fare Revenue Administrator	4
<u>Fare Revenue Supervisor</u>	5
General Counsel	1, 2
General Services Supervisor	5
Grants Specialist	1
Human Resources Specialist	5
Intergovernmental Affairs Officer	5

<b><u>DESIGNATED EMPLOYEES'</u></b> <b><u>TITLE OR FUNCTION</u></b>	<b><u>DISCLOSURE CATEGORIES</u></b> <b><u>ASSIGNED</u></b>
<del>Manager, Budgeting &amp; Fare Collection</del>	<del>4</del>
Manager, Business Development	1
<del>Manager, Communications, Outreach &amp; Customer Service</del>	<del>1</del>
Manager, Contract Operations & Maintenance	5
Manager, Contracts & Procurement	1, 2
Manager, Human Resources	5
Manager, Maintenance-of-Way	5
Manager, Rail Services	5
Manager, Risk & Insurance	5
Manager, Service Implementation	5
Manager, Service Quality & Accessibility	2, 3, 5
Manager, System Safety & Compliance	6
Marketing Representative	5
Network Engineer	5
<u>Program Director, CTC &amp; PTC Projects</u>	<u>3, 5</u>
<u>Project Manager – IT</u>	<u>5</u>
Quality Control Supervisor	5
Rail Mechanical Maintenance Officer	5
Real Estate Asset Administrator	1, 2
Right-of-Way Coordinator	6
Senior Contract Administrator	1, 2
Senior Graphic Communications Designer	5
Senior Programmer	5
<u>Senior Project Manager</u>	<u>2, 3, 5</u>
Senior System Engineer	5
Consultant <sup>2</sup>	

<sup>2</sup> Consultants shall be included in the list of Designated Employees and shall disclose pursuant to the broadest disclosure category in this Code subject to the following limitation: The Executive Director may determine in writing that a particular consultant, although a "designated position," is hired to perform a range of duties that are limited in scope and thus is not required to fully comply with the disclosure requirements described in this Section.

## **EXHIBIT "B"**

### **DISCLOSURE CATEGORIES**

The disclosure categories listed below identify the types of investments, business entities, sources of income, including gifts, loans and travel payments, or real property which the Designated Employee must disclose for each disclosure category to which he or she is assigned.

Category 1: All investments and business positions in business entities, and sources of income, including gifts, loans and travel payments, that are located in, do business in, or own real property within the jurisdiction of the District.

Category 2: All interests in real property which is located in whole or in part within, or not more than two (2) miles outside, the jurisdiction of the District.

Category 3: All investments and business positions, and sources of income, including gifts, loans and travel payments, that are engaged in land development, construction or the acquisition or sale of real property within the jurisdiction of the District.

Category 4: All investments and business positions, and sources of income, including gifts, loans and travel payments, that provide services, supplies, materials, machinery, vehicles or equipment of a type purchased or leased by the District.

Category 5: All investments and business positions, and sources of income, including gifts, loans and travel payments, that provide services, supplies, materials, machinery, vehicles or equipment of a type purchased or leased by the Designated Employee's department, unit or division.

Category 6: All investments and business positions, and sources of income, including gifts, loans and travel payments, subject to the regulatory, permit, or licensing authority of the Designated Employee's department, unit or division.

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Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director's determination is a public record and shall be retained for public inspection in the same manner and location as this Conflict of Interest Code.